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PROGRESS & PROMISE

THE AUCC REPORT ON INTERNATIONALIZATION AT CANADIAN UNIVERSITIES

by Jane Knight, PhD

Association of Universities and Colleges of Canada

Association des universités et collèges du Canada

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Progress and Promise

The 2000 AUCC Report on Internationalization at Canadian Universities

by Jane Knight PhD

Association of Universities and Colleges of Canada

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Foreword

"Canadian universities have a long tradition of international cooperation. Today, however, internationalization of the university means far more than interpersonal or even inter-institutional cooperation across borders. It is a necessary, vital and deliberate transformation of how we teach and learn and it is essential to the future quality of higher education in Canada, indeed to the future of Canada. In a world characterized by challenges and opportunities of global proportions, universities are key agents of change."

This is how AUCC's Standing Advisory Committee on International Relations described internationalization when it developed the association's statement on the subject back in 1994. The importance of integrating a stronger international/intercultural perspective into teaching, research and service by Canadian universities is perhaps even clearer today as we more fully appreciate the impact of globalization on our daily lives. Canadian universities have a critical role to play in preparing students to succeed in today's interdependent political, social and economic environment and are investing a great deal of energy into becoming more internationalized in order to fulfil this mandate effectively.

It is for these reasons that internationalization of Canadian universities has been the focus of three surveys undertaken by AUCC over the past 10 years. We believe that ongoing monitoring of key issues and expanding our knowledge about internationalization serves to inform the university community's policy makers and practitioners on the progress being made and areas needing further attention, as well as to stimulate thinking about potential improvements. This particular report, *Progress and Promise*, is a milestone since it presents the most comprehensive picture of internationalization at Canadian universities to date, offering a long-term perspective on issues that have been tracked for some time, as well as presenting new qualitative and quantitative data on aspects of internationalization not yet explored. While institutions' approach to their internationalization efforts will naturally vary across the country, with a response rate to the survey of 86 percent, we are confident that this report is a very credible measure of the state of internationalization on a national scale.

It is hoped that *Progress and Promise* will give you, the reader, a better understanding of the key issues and trends when it comes to internationalization of Canadian universities and cause you to reflect on the implications of the survey's findings for the range of stakeholders that see universities as a bridge to the future: governments, institutional leaders, faculty, students, as well as non-government groups, the private sector and other segments of the communities that universities serve. AUCC, for its part, is committed to working with its Standing Advisory Committee on International Relations to ensure that the report's findings are the subject of discussion with key stakeholders and to using this data to advocate for specific actions aimed at further promoting internationalization of higher education in Canada.

To conclude, I would like to acknowledge individuals' contributions to *Progress and Promise*. First, it is important to point out that the success of this study has depended on the active participation of AUCC member institutions. Gathering a substantial amount of data requires a great deal of effort; this was especially true of this particular survey which consisted of six questionnaires destined for different individuals within the university. To survey respondents, AUCC would like to extend its sincere thanks. Without your involvement, this project would not have been realized and our understanding of internationalization in Canada would be limited.

AUCC would also like to express its gratitude to Jane Knight of Ryerson Polytechnic University, the author of *Progress and Promise*, whose strong commitment to, and enthusiasm for, the project never wavered. Dr Knight's expertise in internationalization is recognized worldwide and the report has benefited tremendously from the insights she brought to the design of the survey and analysis of the findings as a leading researcher in this area, both in Canada and in other countries.

The project was also made possible by the hard work of several AUCC staff members. David Strawczynski served as the project coordinator, liaising with institutions, collecting the primary and secondary data, undertaking the statistical analysis, developing the report's charts and tables, as well as a multitude of other tasks. Karen McBride supervised the project and commented on the results of the survey and the conclusions the author drew from the findings. Marie Peris-Pittuck prepared a substantial amount of information from AUCC's CUE and CUPID databases on Canadian university international exchange agreements and development projects. Darlene Gibbs, Jennifer Goldstone, Claire Morin, Caroline Lachance and Andrée Quesnel were indispensable in moving the report towards production.

We hope that this collective effort to shed light on key trends and issues in Canadian universities' internationalization efforts will generate more research on the topic and stimulate reflection and debate about what we have learned to date and where we are going in the future as we internationalize higher education in Canada.

Robert Giroux
President, AUCC
March 2000

Summary and Quick Facts

In an effort to better understand the key issues, trends and challenges in universities' efforts to integrate a stronger international and intercultural dimension into teaching, research and community service, the AUCC conducted a comprehensive internationalization survey of its member institutions. The results presented in the report provide a revealing look at the status of these efforts in Canadian universities at the end of the 1990s.

The overall impression is one of solid progress. Survey findings show that there have been major steps forward since AUCC's 1993 survey. The most tangible outcomes of this increased commitment have been the creation of new organizational structures and systems to provide leadership and support for internationalization, an increased awareness of the importance of student mobility and the development of more opportunities for study abroad, the establishment of new partnerships, as well as expanded efforts to recruit international students to Canadian campuses, which are now showing results.

The priority given to internationalization by the different stakeholder groups within the university community (administrators, faculty, students and staff) is evident from the survey, particularly the 94 percent of senior leaders (presidents and vice presidents) who assigned it a medium-to-high level of importance. This represents an increase of 12 percent from the 1993 AUCC survey. Respondents reported a number of benefits for these stakeholder groups as a result of internationalization, including new opportunities for scholarship and research for faculty and positive attitudinal changes and enhanced job opportunities for students.

In terms of university policies, practices, structures and other organizational issues influencing internationalization, the three factors ranked at a high level of importance were "expressed commitment by senior administrators" (68 percent), "the existence of a central office/centre to provide support and coordinate international activities" (57 percent) and "integration of internationalization into the overall strategy or long-term plan of the institution" (53 percent). Eighty-four percent of the institutions reported internationalization was already part of their university-wide strategy or long-term planning document, representing an increase

of 17 percent from 1993. However only 66 percent of respondents said that their mission statements make explicit reference to the international dimension, representing a decrease of six percent from the 1993 AUCC survey. These findings seem to suggest an evolution from awareness, to commitment, to implementation and, increasingly, to institution-wide integration. The findings clearly show that academic rationales, activities and outcomes form the backbone of internationalization. There is a high level of consensus among institutions that to "prepare graduates who are internationally knowledgeable and interculturally competent" is the key rationale behind internationalization efforts. About 73 percent of the responding institutions ranked this as first in importance. While there was not the same level of agreement on the second most important reason, 23 percent chose "address through scholarship the increasingly interdependent nature of the world". This focus on academic rationales as opposed to income generation or political motivations, which is consistent with the results of the AUCC 1993 survey, is a key characteristic of the Canadian approach to internationalization.

Mobilizing the faculty and internationalizing the curriculum are still challenges if the academic benefits of internationalization are to be captured more fully, however. While survey respondents were of the view that a strong level of interest among faculty and staff is the single most important organizational factor affecting internationalization, only 21 percent of responding institutions include international or intercultural expertise or achievements in performance reviews, 19 percent address international accomplishments in promotion policies and 14 percent identify international work and achievements in tenure procedures. In terms of curriculum change, the survey found that overall there appears to be a low level of interest and activity by faculty members. Only 40 percent of respondents reported that a process to review and monitor efforts to internationalize the curriculum is in place or under development. The respondents also identified the use of new information and communication technologies to help internationalize teaching and learning as an emerging issue.

Consistent with the universities' emphasis on academic rationales, the survey finds that students are increasingly the principal focus for internationalization efforts. Ninety percent of responding institutions reported a medium or high level of interest in providing academic experiences abroad for Canadian students. The most frequently mentioned rationales for pursuing these experiences were to "develop intercultural awareness and skills", to "strengthen international perspective, understanding and knowledge", to "increase job related skills and marketability, and to "enhance language skills".

Despite these beneficial reasons for studying abroad, however, the 1999 survey reveals that less than one percent of all full-time university students currently take advantage of these kinds of opportunities, a finding which indicates that the high interest level on the part of the institution is not yet resulting in a significant level of participation. While a majority of respondents (62 percent) indicated that their institution provides some type of support for non-tuition expenses, the lack of funds was identified as the single most important barrier to Canadian students studying abroad. The importance of all other barriers paled by comparison.

With respect to international students, respondents reported that rationales for recruitment in order of importance were to "integrate domestic and international students in and out of the classroom", followed by to "increase institution's profile and contacts in target countries" and to "generate revenue for the institution". Income generation is clearly not the most important factor for the recruitment of international students to Canadian universities. This finding may distinguish Canada from other countries with a stronger commercial motivation for recruitment, such as Australia and the United Kingdom.

When responding institutions compared international students' retention rates with those of domestic students, 57 percent reported no difference, 28 percent reported higher rates, and 15 percent reported lower rates.

Particular challenges identified were the need to more fully integrate international students into campus life, high tuition fees and the decrease in the availability of scholarships, particularly given cuts to key government programs in this area. While 36 percent of respondents reported that their institutions offer scholarships targeted to undergraduate international students, and 39 percent offer scholarships targeted to graduate international students, comments indicated that these efforts have not kept pace with international students' level of interest in studying at Canadian universities.

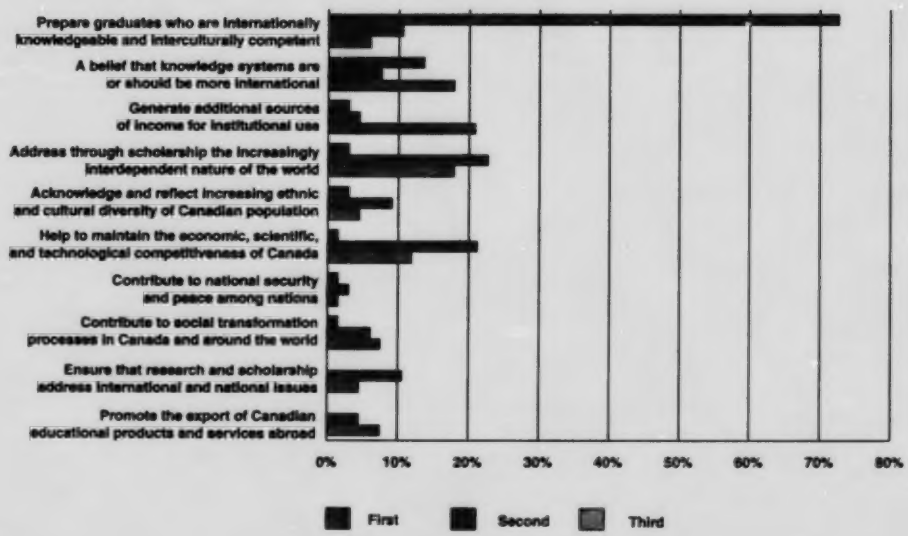
A new area of interest for Canadian universities' international activities – the delivery of education and training programs outside Canada – was investigated for the first time in the 1999 survey. It found that 42 percent of responding institutions were actively engaged in the export of educational products and services. When asked about level of interest in this area over the next five years, 29 percent said it would be low to nil, 43 percent said it would be medium, and 28 percent said it would be high. As in the case of recruitment of international students, commercial motives do not seem to be driving this activity. The survey findings show that the most important reasons for delivering education and training offshore are to "provide international opportunities for faculty and staff" and to "respond to requests from international partners or clients", followed by to "generate an alternative source of income".

Both within individual institutions and at a national level, however, the need to clarify and balance academic and commercial motivations for internationalization was flagged as a key issue. The survey findings show that there is growing concern about reconciling the promotion of the international dimension of teaching, research and community service on the one hand, and marketing Canadian higher education abroad on the other.

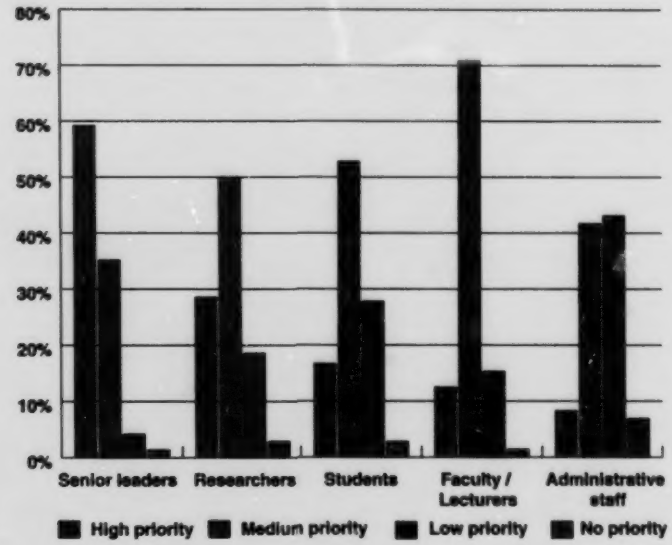
Finally, the majority of respondents believe the most pressing challenge for institutions is finding the support necessary to sustain internationalization, particularly given competing demands for scarce institutional financial and human resources. Setting clear priorities in order be more strategic as opposed to reactive is also a concern in light of the growing number of demands and opportunities for international activity.

When it comes to challenges facing the higher education sector as a whole, a strong message about the role of governments was evident in the survey findings. Institutions are clearly concerned by what they perceive as the lack of a coordinated national strategy to enhance internationalization and lack of financial support. In addition, more attention to heightening the profile of Canadian higher education abroad and improved cooperation among government and non-government stakeholders are seen as necessary. The prevalent view is that federal and provincial governments are not aware of the importance of investments in academic mobility, international development projects and international research collaboration for the intellectual, economic, scientific and technological capacity of Canada. At a national level, the findings of the 1999 survey call for a sharper and stronger focus on the longer term benefits of internationalization in a knowledge society and economy and the public policy vision required to capture them.

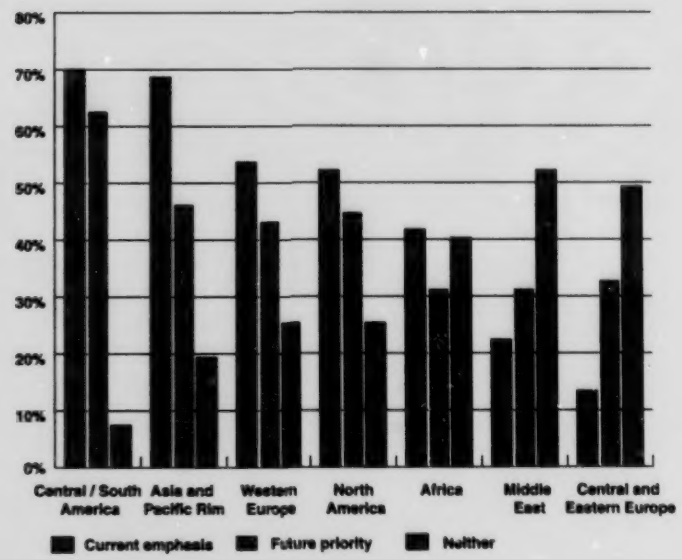
Rationale for internationalization: level of importance (N=66)


Prepare graduates who are internationally knowledgeable and interculturally competent
A belief that knowledge systems are or should be more international
Generate additional sources of income for institutional use
Address through scholarship the increasingly interdependent nature of the world
Acknowledge and reflect increasing ethnic and cultural diversity of Canadian population
Help to maintain the economic, scientific, and technological competitiveness of Canada
Contribute to national security and peace among nations
Contribute to social transformation processes in Canada and around the world
Ensure that research and scholarship address international and national issues
Promote the export of Canadian educational products and services abroad
0%
10%
20%
30%
40%
50%
60%
70%
80%
First
Second
Third

Priority given to internationalization (N=71)



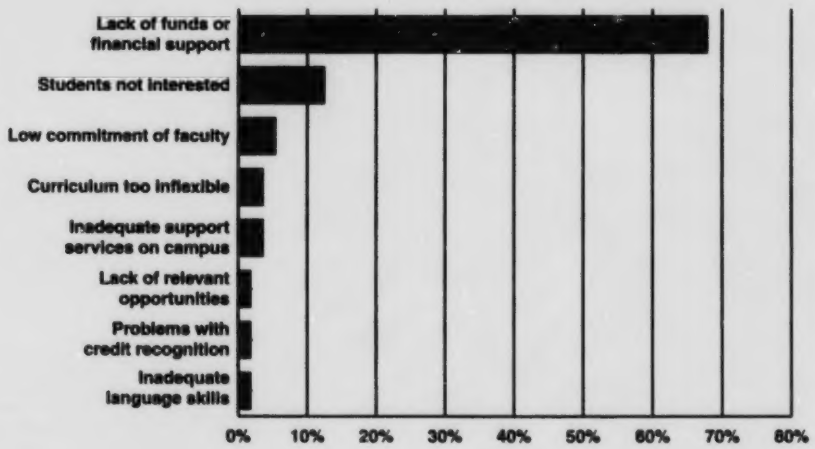
Geographic priorities (N=66)



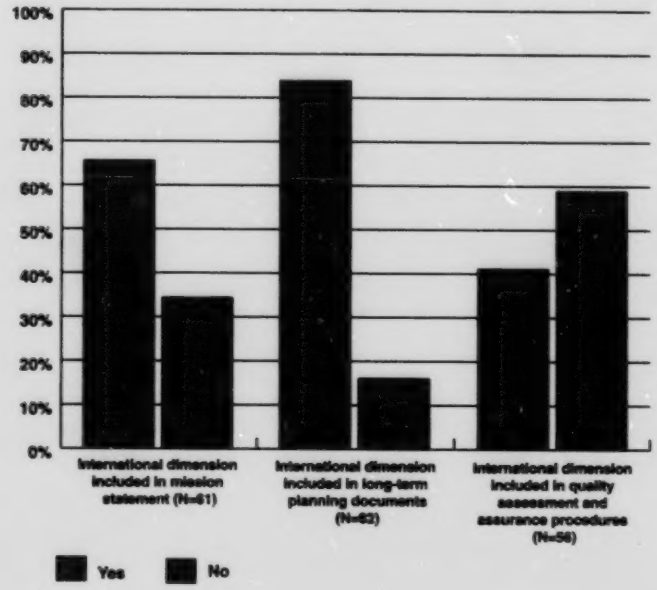
Benefits for students (N=65)

	Frequency
World perspective and values • "Broadened and more tolerant view of the world" • "Helps to prevent isolation, insularity, ignorance and fear" • "A better appreciation of Canada and the benefits of living here" • "Greater understanding of the needs and status of developing countries"	36
Job related • "Enhanced job opportunities in global marketplace" • "Better employability skills"	21
Cultural sensitivity and awareness • "More sensitive to cultural differences and diversity" • "Respect for others regardless of ethnic or cultural background and diversity"	21
World knowledge • "Increased understanding of how the world works and international issues"	12
Work/study abroad • "More opportunities to study abroad and have contact with other cultures"	12

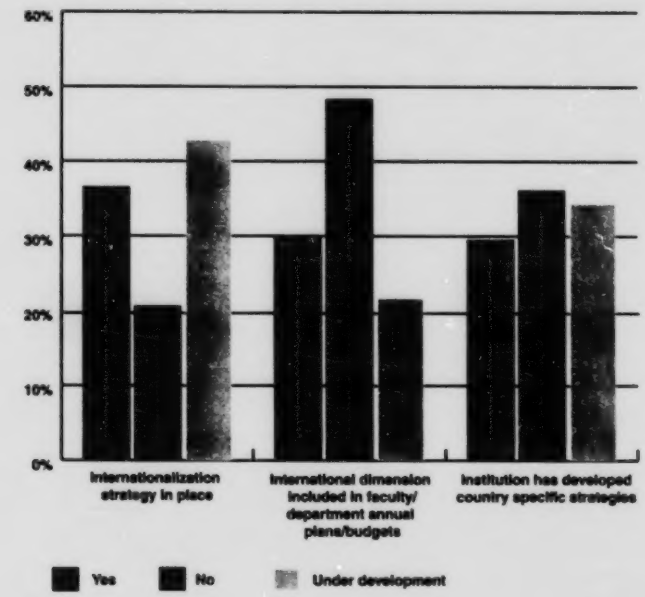
Barriers to participation in study abroad experiences (N=55)



Institutional policies and plans



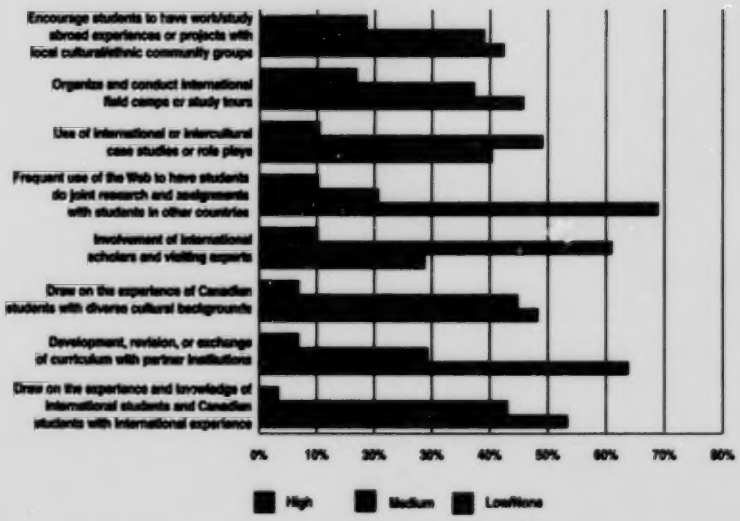
Internationalization strategies (N=63)



Benefits for faculty (N=63)

	Frequency
Scholarship and research • "Increased funding and facilities" • "New opportunities for collaboration in research"	30
International networks • "Broader international networks of scholars for joint initiatives and information exchange"	19
Appreciation of world issues • "Better understanding of international and global issues"	17
Teaching and learning process • "New teaching methods in culturally diverse classroom" • "Pushes faculty to use Canadian and international examples"	15
Professional development • "More opportunities for exchanges and sabbaticals abroad"	11

Teaching/learning strategies: level of activity (N=58)


Encourage students to have work/study abroad experiences or projects with local cultural/ethnic community groups
Organize and conduct international field comps or study tours
Use of international or intercultural case studies or role plays
Frequent use of the Web to have students do joint research and assignments with students in other countries
Involvement of international scholars and visiting experts
Draw on the experience of Canadian students with diverse cultural backgrounds
Development, revision, or exchange of curriculum with partner institutions
Draw on the experience and knowledge of international students and Canadian students with international experience
0%
10%
20%
30%
40%
50%
60%
70%
80%
High
Medium
Low/None

Introduction to the 2000 AUCC internationalization survey

During the last decade, the international dimension of higher education has received increased attention and at the same time has been undergoing significant changes. It is important to analyze and document the rationale, nature and impact of these changes. AUCC began this process in 1991. It surveyed degree-granting institutions in Canada to find out what they were thinking and doing about internationalization.

A second survey, which was more systematic and extensive, was undertaken by AUCC in 1993 and resulted in the national report *Internationalization of Canadian Universities: The Changing Landscape* (Knight, 1995). The current report is based on a 1999 AUCC survey which helped in monitoring the changes over the past six years and which collected information on other aspects of internationalization such as student mobility, offshore education, curriculum and teaching. Survey results also point to overall benefits, impact and challenges.

1.1 Purpose of the survey

We had four objectives in launching the 2000 AUCC internationalization survey:

- to obtain a comprehensive update of international activities at Canadian universities;
- to identify purposes, priorities, challenges and impacts of internationalization from an institutional perspective;
- to provide current and relevant data to assist AUCC's efforts to gain greater support for internationalization;
- to use the results as a reference point so the higher education community can monitor national trends and individual institutions can assess their own achievements and directions.

1.2 Design and scope of the survey

To assess the changes since the 1993 AUCC survey, we included many of the same questions and same thematic areas as the 1993 survey. With that in mind, we developed four important categories of questions: the importance and rationale for internationalization, international students, organizational factors, and Canadian student mobility. There was also a strong interest to collect quantitative data or opinions on other key aspects of internationalization which included: curriculum and teaching/learning process; training and education delivered out of Canada; international development projects; institutional agreements and linkages; and research activities. In this way, we sought to cover the major elements of internationalization in the survey.

It soon became apparent that if questions were included on all of the above themes, the survey would be comprehensive but potentially too onerous for an institution to complete. Because information on development projects and

institutional linkages was already available from AUCC's Canadian University Projects in International Development (CUPID) and Canadian University International Exchange Agreements (CUE) databases (see pages 33-34 and 42-43), we decided to rely on this information. Data on internationally related research initiatives was also thought to be available from data banks and other studies (see pages 50-51).

The survey was designed to facilitate the provision of reliable data and a high response rate. Given the scope of the survey, it was decided that separate questionnaires on each of the six chosen themes would be most appropriate. This would allow different people/units to complete the questionnaires which could increase the chance of getting reliable data and widen the involvement of institutional representatives in the survey. The final version of the survey instrument is available on the AUCC Web site <www.aucc.ca> or upon request.

1.3 Respondents

AUCC sent the survey package to the designated international liaison officer (ILO) or president (where there was no ILO) of all degree-granting institutions which are members of AUCC. The survey instructions made it clear that AUCC was suggesting that different units may be most appropriate for gathering the requested information. The ILO/president was responsible for the distribution and coordination of the six questionnaires but did not have responsibility to complete them all. The name of the responding institution was provided on each returned questionnaire, but it was optional for the persons completing the questionnaire to give their name. A list of the responding institutions is included in Appendix 1.

Table 1a provides information on the titles/theme of each questionnaire, the suggested person to complete it and rate of response for each questionnaire. Unfortunately, it was not possible to include the student voice in this survey.

Table 1a) Response rates by questionnaire (N=89)

Theme of questionnaire	Suggested respondent	Response rate
1. Importance, rationale, impact, challenges of internationalization	President or Vice President	83%
2. Organizational factors	Vice President or International Liaison Officer	72%
3. Canadian students studying outside of Canada	Registrar or Study Abroad Advisor or International Liaison Officer	68%
4. Curriculum and the teaching/learning process	Vice President Academic or International Liaison Officer	71%
5. International students	International Student Recruitment Officer or International Liaison Officer	70%
6. Education and training delivered outside of Canada	International Liaison Officer or Other	71%

1.4 Analysis of the data

SPSS software was used to analyze the quantitative information from the six questionnaires. Descriptive statistics, primarily frequencies and rankings, were used to analyze the data. The treated data for each question is presented in table and chart format and is integrated into the narrative text of the report. The number of respondents to each question is noted in each table and chart.

In three sections in the survey, participants were asked to provide a significant amount of quantitative data on participation rates, future targets etc. It is clear that providing this detailed level of data on an institution-wide basis was a challenge for many of the institutions. Due to the low number of responses and in some cases the questionable reliability of this data, it was decided to exclude any item that had less than 35 respondents or where there did not appear to be clarity on the intent of the question.

1.5 Comparison with the 1993 AUCC internationalization survey

The 1993 AUCC survey was distributed to 89 member institutions. The survey consisted of one questionnaire with a total of 18 multi-levelled questions. Representatives from 65 institutions responded to the survey. This represents an overall 73 percent response rate. Seven institutions indicated that the survey was not relevant to their institution. Therefore, 58 completed surveys were returned, meaning that 65 percent of all degree-granting institutions in Canada completed the 1993 survey.

The 1999 AUCC survey was also distributed to 89 member institutions. The survey consisted of six questionnaires with a total of 45 questions. Representatives from 82 institutions responded to the survey. This represents an overall response rate of 92 percent. Five institutions indicated that the survey was not relevant to their institution. Therefore, 77 institutions returned at least one completed questionnaire, which represents an 86 percent response rate to the 1999 survey.

It is difficult to make a direct comparison of response rates between the 1993 and 1999 surveys due to the fact that the 1999 survey had six questionnaires, and so it was determined that return of at least one questionnaire meant that an institution had participated in the survey.

Where possible, comparisons between the treated data from the two surveys are made. A discussion on apparent trend lines or striking similarities and differences is integrated into the text for each question. Overall, it is encouraging to see the high response rate to both surveys and to note the increasing interest and progress being made to integrate an international dimension into Canadian universities from 1993 to 1999.

1.6 A note about terminology

The vocabulary of internationalization is growing and changing at a rapid rate. The number and diversity of terms is causing some confusion about the exact meaning of certain concepts. Differences in the meaning of terms exist between countries and even within disciplines. Terms are often used interchangeably. It is therefore important to be clear about the terminology used in this report.

Internationalization is defined as "the process of integrating an international/intercultural perspective into the teaching/learning, research and service functions of a higher education institution" (Knight 1995). Globalization is not used as a synonym for internationalization; they are seen as two different but related concepts. Internationalization of higher education is one of the responses to the impact of globalization. The notion of globalization of education is intentionally not used.

There are several terms used to describe the participation of Canadian students in academic experiences abroad. In this report, study abroad has a generic meaning and includes students who are taking academic credits at a foreign institution either on an exchange agreement or on a fee paying basis. However, it is also used as a short form for students participating in work placements, field trips, internships, research or who are involved in international development projects. The key criterion is that students are registered at a Canadian institution but are studying/working outside of Canada for academic credit. Therefore, study abroad, academic student mobility and international education experiences are all referring to the same idea, which is Canadian students having an academic experience in another country.

Another widely used term is offshore education. In this report, it refers to the delivery by Canadian institutions of education and training programs out of the country and primarily to non-Canadian students. For the purposes of this survey, it is an inclusive term which encompasses different types of education provision outside of Canada such as satellite campuses, franchised programs, distance education programs and customized training contracts. It is recognized that greater precision is ultimately necessary in the use of these terms, but for the purposes of this survey we use both the generic term of offshore education and the more specific types of programs.

For the purposes of this survey, the term international students is used to describe students coming from other countries to study at Canadian universities.

Importance, rationale, impact and benefits of internationalization

The importance of international education as an element of higher education has been recognized for many decades. Internationalization, on the other hand, has really only appeared in the literature and in practice during the last two decades.

Internationalization can be interpreted as one of the responses to the impact of globalization. It has also caused changes in higher education. It is therefore very important to analyse and monitor the rationale, priority, benefits and impact of internationalization. Questionnaire 1 of the 1999 AUCC survey addressed these specific themes and where appropriate, included questions from the 1993 survey so that a longitudinal perspective can be taken on the evolving internationalization of Canadian higher education institutions.

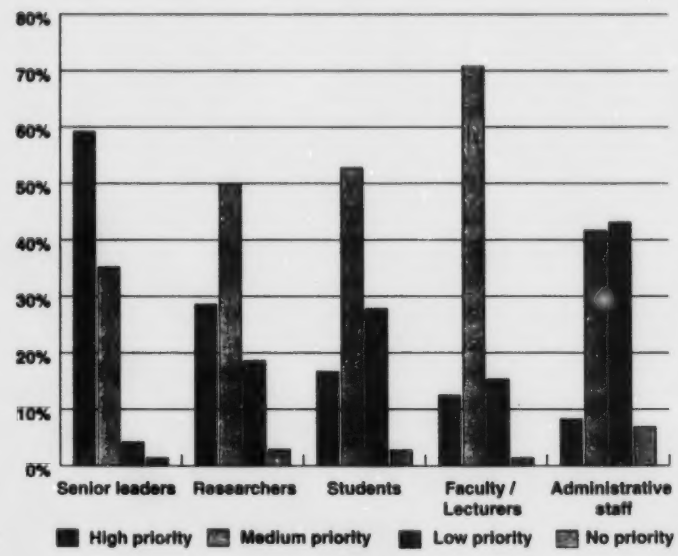
2.1 Importance

Senior leader support

Survey recipients were asked to indicate what level of priority was given to internationalization by five stakeholder groups in the university. The results presented in Figure 2a show that overall, there is a very positive and highly supportive attitude to the importance of internationalization by the five groups.

It is interesting and somewhat surprising, given the competing priorities in higher education today, that senior leaders are seen to give the highest priority to internationalization. Over 94 percent of the responding institutions indicated that senior leaders acknowledge the importance of the international dimension and rank it as either a high priority (59 percent) or medium priority (35 percent). The fact that respondents to Questionnaire 1 were the presidents and vice-presidents themselves makes the high level of support for internationalization very promising.

Figure 2a) Priority given to internationalization (N=71)



In the 1993 AUCC survey, the senior leaders of the universities were asked the same question. The results indicated that of the 55 responding institutions, 35 percent ranked it as a high priority and 47 percent ranked it at the medium level, giving a total of 82 percent

expressing strong support. In the 1999 results, with 71 institutions responding, there appears to be a growing and even stronger level (94 percent) of interest and support. This is extremely encouraging. The challenge, of course, is whether this interest is translated into concrete forms of support and opportunities for internationalization initiatives at the institutional level.

Faculty members, researchers, staff and student priority

The 1999 AUCC survey also asked senior leaders to indicate the priority they felt that faculty, researchers, administrative staff and students attribute to the international dimension. Only 12 percent of respondents reported that faculty members and lecturers saw it as a high priority, but this is mitigated by the fact that 71 percent are reported to view it as a medium priority. It is not surprising that faculty members perceive internationalization as a medium-level priority given the increased workload and competing demands made on their time and resources. It is important to reflect on the need to more fully recognize and support faculty members who dedicate a significant amount of time to internationalizing their teaching and learning process and to helping students participate in international and intercultural opportunities.

"Higher education without a healthy international component is incomplete."

- Survey respondent

On the whole, respondents reported that researchers also see it as important given that 29 percent rank it as a high priority and 50 percent rank it at the medium level of importance. The students are seen to make it less of a priority – 70 percent of the respondents reported students rank it as a high (17 percent) or medium (53 percent) priority. However, in light of other pressures, including increasing tuition fees and the need to find part-time work, this level of perceived priority by students is encouraging and promising. Administrative staff are seen to be less enthusiastic with approximately 50 percent attributing a medium or high level of importance.

All in all, there appears to be a solid and convincing level of importance being given to internationalization by the different stakeholder groups. This is an enviable position and augurs well for further progress on the integration of an international dimension into the teaching, research and service functions of the university. However, it needs to be said that these results are based on the perceptions of the senior leaders and not on the faculty members, researchers and students themselves. It is essential that in future surveys, the opinions of these groups be polled.

Comparison with the 1993 AUCC survey

One final comment on this issue: the 1993 AUCC survey asked respondents to report whether "there has been a change in the priority given to internationalization of your institution during the last three years" among the same five stakeholder groups. Over 75 percent of the respondents indicated that there is either more interest or significantly more interest in the internationalization process for four of the five groups, with the administrative staff being the exception. This is a strong indication of the increased priority given to internationalization from 1990 to 1993.

While the exact same question was not asked in the 1999 survey, one can extrapolate from the increased priority question that this direction of growing interest has continued from 1993-1999. One needs to be wary of viewing internationalization as a passing fad, but this evidence of the sustained and growing interest and priority given to this issue over the past nine years is noteworthy.

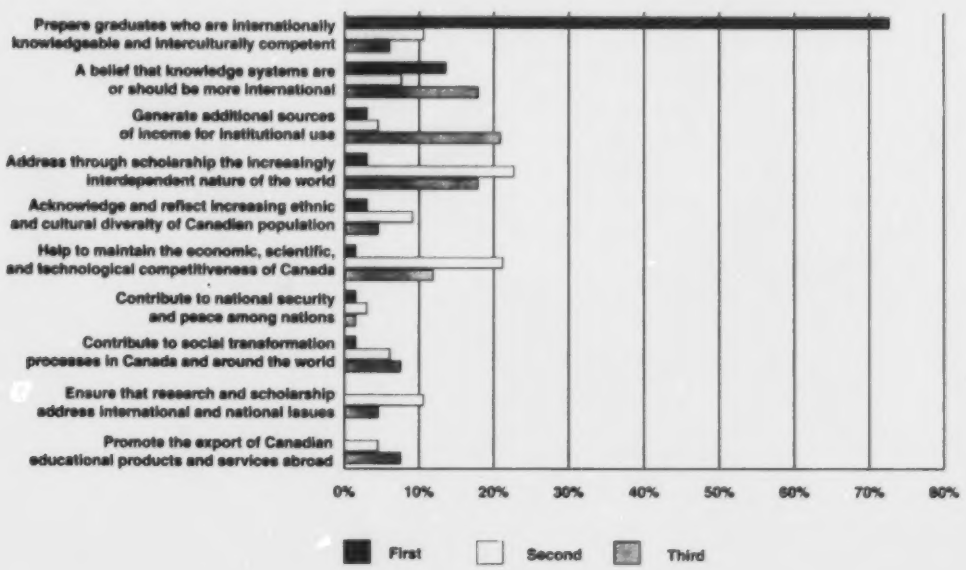
2.2 Rationale

The previous section addressed the level of interest and priority given to internationalization. This section focuses on the reasons behind the high interest level. Out of a list of 10 rationales for internationalization, survey recipients were asked to identify the first, second and third most important reasons.

Most important rationale - prepare graduates

It is very clear that to "prepare graduates who are internationally knowledgeable and interculturally competent" is the most important reason. About 73 percent of the responding institutions ranked this as first in importance and another 17 percent ranked it as second or third, resulting in approximately 90 percent of respondents acknowledging its importance. It is reassuring to know that a high level of consensus exists among the institutions on the key motivation for internationalizing the Canadian universities. This finding is consistent with the results of the 1993 AUCC survey which also showed the preparation of graduates as the number one reason for internationalization.

Figure 2b) Rationale for internationalization: level of importance (N=66)


Prepare graduates who are internationally knowledgeable and interculturally competent
A belief that knowledge systems are or should be more international
Generate additional sources of income for institutional use
Address through scholarship the increasingly interdependent nature of the world
Acknowledge and reflect increasing ethnic and cultural diversity of Canadian population
Help to maintain the economic, scientific, and technological competitiveness of Canada
Contribute to national security and peace among nations
Contribute to social transformation processes in Canada and around the world
Ensure that research and scholarship address international and national issues
Promote the export of Canadian educational products and services abroad
0%
10%
20%
30%
40%
50%
60%
70%
80%
First
Second
Third

Second most important rationale - scholarship for interdependence

There is not the same level of agreement on the second most important reason for internationalization since there is a wider distribution of responses over the 10 rationales. The largest percentage of respondents (which was only 23 percent) chose "address through scholarship the increasingly interdependent nature of the world" as the second most important reason, but this was closely matched by the 21 percent who identified "help to maintain the economic, scientific and technological competitiveness of Canada" as the second most important reason. At first glance, these two rationales may seem to be similar but the key difference is that interdependence among nations to solve worldwide problems such as poverty, crime etc. is the focus of the first rationale mentioned, while national competitiveness is the major theme of the second. Once again, there is consistency between the results of the 1993 and 1999 surveys as the second most important reason in both surveys was identified as "address through scholarship the increasingly interdependent nature of the world".

"Internationalization involves expanding opportunities for faculty, students and staff to interchange ideas and scientific knowledge with counterparts around the world, with the ultimate aim of both parties enriching their knowledge base and enhancing their ability to function in an increasingly interdependent world."

- *Survey respondent*

Third most important rationale - generate income

No consensus emerged regarding the third most important reason. "To generate additional sources of income for institutional use" was ranked by 21 percent of the respondents as the third most important reason, followed closely by 18 percent of the respondents who identified "address through scholarship the increasing interdependent nature of the world" and another 18 percent who chose "a belief that knowledge systems are or should be more international".

It is not possible to compare these findings with the 1993 AUCC survey as the rationale "to generate additional sources of income for institutional use" was not included in the 1993 list of rationales. Given the increased emphasis on the export of educational products and services by the Department of Foreign Affairs and International Trade (DFAIT), government cutbacks of support for higher education and the need for institutions to diversify funding sources, it was necessary to include income generation as an explicit rationale in the 1999 survey. Furthermore, there was an implicit and informal expectation that the income generation rationale would rank medium to high in importance. Therefore, it is with some surprise that it ranked fifth overall in the percentage (28 percent) of respondents who identified it as a first, second or third level priority. Anecdotal evidence would indicate that this aligns us more closely with European countries than with Australia regarding the rationales for internationalization.

In summary it is encouraging to note that the ranking of the rationales by the respondents is entirely consistent with AUCC's Statement on Internationalization (1995) and also with its Statement on Promotion and Marketing of Higher Education (1997). Both statements emphasize the academic rationales and benefits for institutions' efforts in these two areas.

2.3 Impact

Most frequently mentioned outcomes

Survey recipients were asked to describe in their own words the major impact or outcomes that have resulted from internationalization initiatives at their institution during the past three years. There is no doubt that this question generated by far the largest volume of comments in the survey and revealed a great deal about the impact of internationalization at the institutional level. It is worth repeating that the respondents did not rank a list of given impacts but identified them in their own words.

Organizational structure outcomes

Table 2a shows that the highest frequency of responses involved references to organizational outcomes and changes. The most common changes identified were:

1) the creation of new leadership positions such as associate vice-president or director for international affairs;
2) the establishment of new international offices at both the central and faculty level and new centres e.g. for study abroad and international students;
3) the development of new strategic and action plans for internationalization.

Table 2a) Thematic areas of impact at the institutional level (N=63)

	Frequency
Organizational structures	47
Canadian student mobility	30
International students	29
Academic programs or curriculum	21
Partnerships and collaboration	20
Faculty interest and participation	18
Research and scholarly activities	12
International profile and recognition	11
Development projects	9
Perception of internationalization	6
New revenue	5
Faculty mobility	5

From this data it appears that the increased interest and priority being given to internationalization is resulting in the creation of new organizational structures and systems. Other types of outcomes are related to organizational culture issues (creation of a more global, culturally diverse campus) and increasing awareness about some of the implications and demands of internationalization, such as the need to improve student support and advising services.

Respondents were also asked to identify unexpected outcomes, and once again organizational issues were most frequently mentioned. The comments listed below illustrate the range of unexpected outcomes noted by respondents:

- "We have moved from centralization to decentralization, putting resources at faculty and school level for internationalization";
- "Certain cooperative agreements take more time and resources than anticipated and yield few results";
- "Puts significant demands on our support services";
- "Found service infrastructure to be weak";
- "The more one engages in internationalization activities, the more possibilities are presented";
- "Many more new spinoff projects and opportunities from existing projects";

- "Need to collec: more data, start to benchmark and improve communication";
- "New international relations with foreign universities has been challenging to personnel policies".

Academic mobility

Respondents reported over and over again that important internationalization outcomes were:

1) a growing awareness of the importance of student mobility;
2) an increase in the number of available work/study abroad opportunities;
3) a jump in the number of students actually going abroad for an educational experience.

Related to this was the comment that there was a "heightened sense of need to improve risk management for students and faculty abroad."

Faculty mobility was only mentioned by five respondents; their comments stressed the increased interest and rate of participation.

International students

Of the 29 references related to international student outcomes, the majority focussed on expanded recruitment initiatives, growing enrolment numbers and increased revenue. The more interesting comments addressed the unexpected impact of international students:

- "A perception that international students are displacing Canadian students";
- "A negative reaction to using resources to recruit international students";
- "A greater commitment (financially and otherwise) is needed to recruit qualified international students".

These comments and concerns are supported by comments on challenges and issues facing institutions and the higher education sector (see Chapter 8) and merit serious consideration.

It is worth noting that none of the international student outcomes focused on the contribution they can make to the internationalization of the teaching/learning process or to scholarly activities. This seems to contradict the finding reported in section 6.1 which indicates that the number one reason for international students on campus is to "integrate domestic and international students in and out of the classroom". This requires further investigation.

Academic programs and curriculum

The majority of the 21 respondents who identified curriculum/program related outcomes focussed on the redesign or development of curriculum to include an international dimension. One respondent reported that the "international dimension is now on a list of features that must be addressed in all of our undergraduate programs". It is noteworthy that only one respondent indicated that "more students were interested in learning a new language". Language acquisition is an important issue and is addressed in other sections of the report. The development and delivery of specialized programs both on and offshore was

another outcome identified by several respondents. More information on this subject is available in Chapter 7.

Other outcomes

The increase in the number of opportunities for partnerships was frequently identified as an outcome. There was an interesting diversity in the types of partners mentioned including the private sector and other universities in addition to the international partner institutions. Several respondents reported that their institutions had not anticipated that they would receive so many requests for cooperation, in fact more than they could handle.

The low number of respondents who identified research (12) and development projects (nine) as outcomes was surprising given the central role of research in the academic endeavour, and the prominent role development projects have played in the history of international cooperation of Canadian universities.

2.4 Benefits

Benefits for students

It is critical for Canadian universities to assess and monitor the benefits of internationalization. Survey recipients were asked to describe in their own words the benefits for students and faculty and a summary of the findings are presented in Table 2b.

It is interesting to note that respondents differentiated between students' development of a "world perspective and values" and their "knowledge about world issues and affairs" and secondly, attributed more importance to the former than the latter. "Increased employability and access to more job opportunities in a global market place" was another advantage of internationalization identified by the respondents. This is to be expected in today's globalized work environment, but it is probably a different orientation than five to 10 years ago when there might have been more emphasis on developing a deeper understanding of the challenges faced by developing countries.

"More opportunities to study abroad and have contact with other cultures" and "awareness and sensitivity to cultural differences and diversity" were seen to be other important benefits. The subtle but important difference between "a world perspective" and "appreciation and respect for cultural differences" was clearly understood and emphasized by

Table 2b) Benefits for students (N=65)

	Frequency
World perspective and values • "Broadened and more tolerant view of the world" • "Helps to prevent isolation, insularity, ignorance and fear" • "A better appreciation of Canada and the benefits of living here" • "Greater understanding of the needs and status of developing countries"	36
Job related • "Enhanced job opportunities in global marketplace" • "Better employability skills"	21
Cultural sensitivity and awareness • "More sensitive to cultural differences and diversity" • "Respect for others regardless of ethnic or cultural background and diversity"	21
World knowledge • "Increased understanding of how the world works and international issues"	12
Work/study abroad • "More opportunities to study abroad and have contact with other cultures"	12

most of respondents who commented on this question. If one takes a competency approach to internationalization it is interesting to note that respondents appear to place more emphasis on developing values and attitudes than specific knowledge and skill sets. This observation is worthy of further study and clarification.

Benefits for faculty members

The benefits identified for faculty members are quite different from those reported for students. The student benefits are oriented to personal development while the faculty benefits relate more to professional responsibilities and development. For instance, respondents most frequently mentioned increased opportunities, funding, partners and facilities for scholarship and research as benefits for faculty. Another benefit frequently identified was the development of international networks to ease joint initiatives and information exchange. Respondents saw a deeper appreciation of world issues to be as much a benefit for faculty members as it was for students. Opportunities to develop new curricula or revise existing course work were seen as another type of benefit of internationalization. The issue of benefits was not included in the 1993 AUCC survey, which prevents any reliable comparison of data over the last six years. However, anecdotal evidence would lead one to believe that six years ago, there probably would have been less emphasis on the curriculum and the teaching/learning process.

Table 2c) Benefits for faculty (N=63)

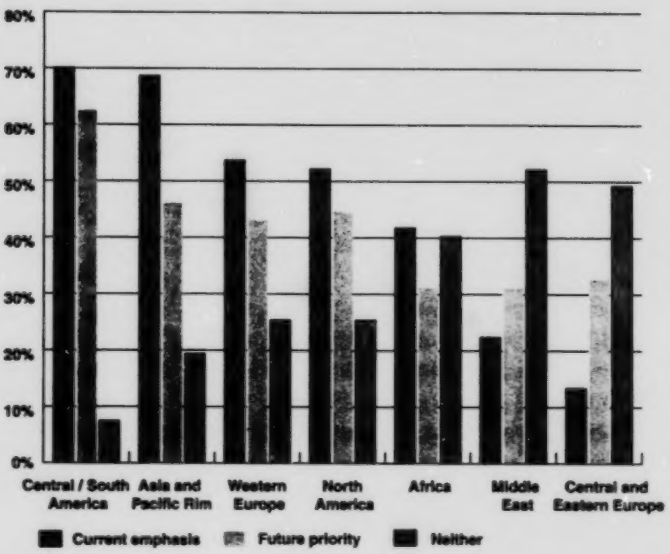
	Frequency
Scholarship and research • "Increased funding and facilities" • "New opportunities for collaboration in research"	30
International networks • "Broader international networks of scholars for joint initiatives and information exchange"	19
Appreciation of world issues • "Better understanding of international and global issues"	17
Teaching and learning process • "New teaching methods in culturally diverse classroom" • "Pushes faculty to use Canadian and international examples"	15
Professional development • "More opportunities for exchanges and sabbaticals abroad"	11

2.5 Geographic priorities

Survey results show that the Asia-Pacific Rim and Central/South America are the two regions of the world where there is currently a high level of interest and international activity. These two regions are also identified by the largest number of respondents as the future geographic areas of interest, but it is interesting to note that Central/South America seems to surpass Asia/Pacific for future initiatives and partnerships. North America and Western Europe appear to be of equal interest both now and in the future, but overall they are less important than Asia and Latin America.

Another way of looking at the results is to focus on where the greatest changes are likely to occur. In this regard, it is worth noting the marked decline in interest in Asia (even though it continues as a priority region) and the increasing interest in Central and Eastern Europe even though it is only by a small number of respondents. There is a slight decline in interest in Africa while there is a small

Figure 2c) Geographic priorities (N=66)



increase in interest for the Middle East. It is important to point out that there is no causal relationship implied in any of these changes.

It is enlightening to compare these findings with the results of the previous AUCC survey. Overall, the trends are the same. There is no discrepancy between the priority areas of current and future interest and there is some degree of consistency about where there is declining interest. In 1993, respondents indicated that Asia-Pacific and Latin America were the two most important areas of current and future interest. This is entirely consistent with the 1999 survey. Therefore, what was a future area of interest in 1993 is a current (and future) area of interest in 1999. A second interesting point of comparison is where there appears to be a growing interest – both surveys indicate increased consideration to relationships with the Middle East and Central/Eastern Europe, albeit by a small number of institutions.

Respondents were asked to list their university-wide order of priority for working in geographic regions of the world, without referring to specific activities. It would also be useful to find out how geographic priorities change by activity. There may be major differences, for example, regarding research, international student recruitment, student/faculty exchanges and offshore education. We know from looking at AUCC's CUPID database, for instance, that the geographic order of priority for working on development projects is somewhat similar to the focus given at the university-wide level: 33 percent of all projects are in Asia, 31 percent are in Latin America and the Caribbean, 29 percent in Africa, five percent in the Middle East and three percent in Central and Eastern Europe.

2.6 Meaning of internationalization

Survey recipients were asked to define internationalization in their own words. It was very encouraging that 57 respondents took time to reflect on the definition and express it in their own way. There is a strong congruence between respondents' interpretation of what internationalization really means and the rationales that were identified as the most important drivers of internationalization. This means that more emphasis was placed on integrating an international dimension into the teaching, learning and service functions of the university than on describing internationalization as an import/export activity and a means to generate additional income for the university.

A similar question on the definition of internationalization was asked in the 1993 AUCC survey. There has been a definite evolution away from describing internationalization in terms of specific international activities towards seeing it as a process of integrating an international dimension into the organizational systems and academic functions of an institution of higher education.

To illustrate the respondents' level of thoughtfulness and understanding of the meaning of internationalization, examples of the proposed definitions appear in the margin throughout this report.

Organizational factors influencing internationalization

University policies, practices and organizational structures are critical to the effective and sustainable integration of internationalization initiatives. Commitment from faculty members and from senior leaders is extremely important. In addition, the international dimension needs to be addressed in the overall policy and operating systems of the institution for it to be fully integrated and not treated as a marginal feature of higher education.

Organizational factors were introduced in the 1993 AUCC survey in the belief that it was as important to gather information on these issues as it was to get data on the nature and scope of international activities themselves.

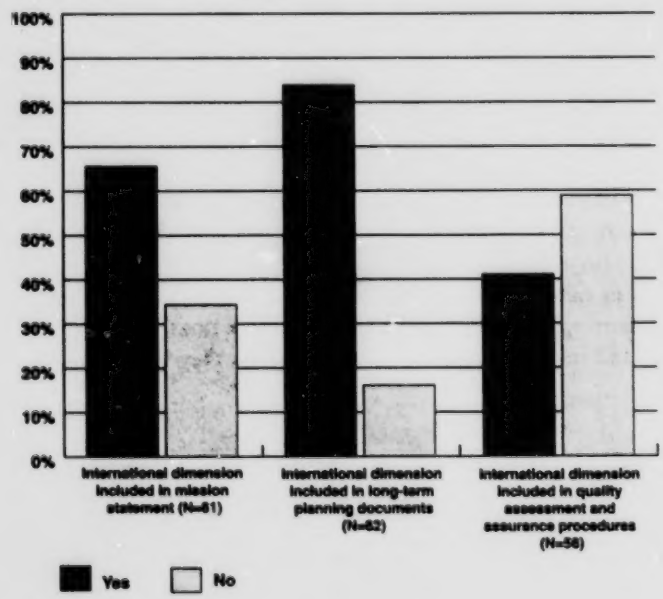
In the 1999 AUCC survey, Questionnaire 2 focused on organizational factors. Efforts were made to use similar questions and issues from the 1993 survey so that some comparative analysis could be done. Given the evolution of how universities are integrating, managing and monitoring the international dimension, new questions on policies and procedures (e.g., human resource policies) were added.

3.1 Institutional policies and plans

Mission statement and strategic plan

Respondents were asked to indicate whether there were explicit references to the international dimension in the institution's overall policies and plans. About 66 percent of respondents indicated that the international dimension was mentioned in the institution's overall mission statement while 84 percent reported that it was included in the strategic plan or long-term planning documents.

Figure 3a) Institutional policies and plans



It is fascinating to compare these figures to the 1993 AUCC survey in which 72 percent reported reference in the mission statement (indicating a decrease of six percent in 1999) and 67 percent reported that internationalization elements were included in institutional level strategic planning (indicating a 17 percent increase in 1999). The apparent shift is showing less emphasis on the mission statement and more on the planning documents – a fact that is open to different interpretations. An

informal poll to seek explanations for the decrease in the number of references to international in the mission statement generated several comments. The most common interpretation positions internationalization as a more implicit and integrated part of the university and therefore, it is no longer relevant or necessary to make explicit reference in the mission statement. Whether this explanation is correct or applicable to many institutions across the country is questionable and serves to reinforce the need for further analysis on this issue.

Quality assessment and assurance

Only 41 percent of survey respondents indicated that the international dimension was included in their institution's quality assessment and assurance procedures. This issue merits further attention and monitoring as quality of the international dimension, both from an accountability and improvement perspective, has a rather low profile in institutional planning and evaluation documents.

"Internationalization is a process which emphasizes the importance of international exchange of knowledge through the international mobility of students and professors, the sharing of knowledge and know-how in teaching and research for social and economic development and the adaptation of curriculum to globalization."
- Survey respondent

3.2 Organizational factors

Importance of individual factors

There are a number of organizational factors seen as influencing the process of internationalizing a university. The questionnaire listed 13 factors and survey recipients were asked to rank the importance (no, low, medium, high) of each individual factor. Respondents were also asked to then identify the three factors which overall are most important for integrating an international dimension into a higher education institution. The 13 factors used in the 1999 AUCC survey were also among the factors included in the 1993 survey. Therefore, some limited comparison can be done.

Table 3a gives the results of the level of importance attributed to each factor. The three factors which received the greatest percentage of respondents ranking it at a high level of importance were:

1) expressed commitment by senior administrators;
2) the existence of a central office/centre to provide support and coordinate international activities;
3) integration of internationalization into the overall strategy or long-term plan of the institution.

These results can be interpreted as being very reassuring. Senior level commitment, a long-term strategic plan and a central support and coordination office are critical factors for a sustainable and institutionalized approach to internationalization. This can also be interpreted as a general indication of where on the continuum of development most of the universities are positioned. Support from faculty and staff and resources are two other key factors; they were ranked of less importance.

Table 3a) Organizational factors: level of importance (N=62)

	Level of importance		
	High (%)	Medium (%)	Low/No (%)
Expressed commitment by senior administrators	67.7	24.2	8.1
Existence of central office/centre to provide support and coordinate international activities	57.4	29.5	13.1
Integration of internationalization into the overall strategic or long-term plan of the institution	53.2	30.6	16.1
Presence of experienced and knowledgeable personnel to stimulate or implement international efforts	51.6	37.1	11.3
Strong interest level among faculty and staff	47.6	42.9	9.5
Adequate funding allocation for internationalization initiatives	46.0	31.7	22.2
Support from government and external agencies	41.9	35.5	22.6
Existence of formal communication channels for informing and reinforcing international activities	38.7	54.8	6.5
Expressed support by board of governors	32.8	45.9	21.3
Decentralized approach to management and implementation of international activities	30.6	30.6	38.7
Integration of international dimension in annual plans and budgeting of academic and administrative units	29.0	45.2	25.8
Existence of policy statements to stimulate and monitor internationalization efforts	27.0	54.0	19.0
Acknowledgement of international expertise in faculty/staff hiring, promotion, tenure policies	12.9	38.7	48.4

The percentage of respondents who ranked factors as of no importance was overall very small, so two categories were combined (no and low importance) in order to show which factors were seen as having least importance by the largest percentage of respondents. The three factors which were ranked as least important were:

1) acknowledgment of international expertise in faculty/staff hiring, promotion and tenure policies;
2) decentralized approach to management and implementation of international activities;
3) integration of an international dimension in annual plans and budgeting of academic and administrative units.

It is particularly interesting to compare these results with the findings reported in the following section.

Most important factors

Respondents were also asked to rank the three most important overall factors. The results of this question as presented in Table 3b are rather interesting as they are not entirely consistent with the ranking given to each individual factor. The three most important factors were seen to be:

1) strong interest level among faculty and staff;
2) expressed commitment by senior administrators;
3) integration of internationalization into the overall strategy of the university.

Table 3b) Most important factors (N=56)

	Percentage
Strong interest level among faculty and staff	53.6
Expressed commitment by senior administrators	48.2
Integration of internationalization into the overall strategic or long-term plan of the institution	35.7
Existence of central office/centre to provide support and coordinate international activities	33.9
Adequate funding allocation for internationalization activities	32.1
Integration of international dimension in annual plans and budgeting of academic and administrative units	21.4
Presence of experienced and knowledgeable personnel to stimulate or implement international efforts	17.8
Support from government and external agencies	12.5
Expressed support by the board of governors	12.5
Existence of policy statements to stimulate and monitor internationalization efforts	10.6
Acknowledgement of international expertise in faculty/staff hiring, promotion and tenure procedures	8.9
Existence of formal communication channels for informing and reinforcing international activities	5.3
Decentralized approach to management and implementation of international activities	5.3

The factor where there is some inconsistency is "the strong interest level among faculty and staff". It clearly ranks first in overall importance but as an individual factor, it was not given the same level of importance as the "expressed commitment of senior administrators". However, the important point to emphasize is that they both address the key role that people's commitment plays in internationalizing a campus.

The 1993 AUCC survey results showed that the three most important organization factors were "board of governors' support", "senior administrators' commitment" and "faculty/staff interest level". The primary and rather startling difference between the two surveys relates to the expressed support by the board of governors. In 1993, it ranked as first in importance, and in 1999 it ranked eighth in importance. What does this mean? There can be a variety of explanations. Does it infer that six years later there is now a higher level of acceptance and commitment to internationalization and that boards of governors have given tacit support to the issue? Does it mean that operational level policies and issues such as financial support and strategic planning are key to the current phase of internationalization and therefore senior administrators' commitment is more critical at this time? Is it reflecting a greater degree of institutionalizing the international dimension? It will be especially interesting to monitor changes over the next five years and see what will be perceived as key organizational factors in 2004.

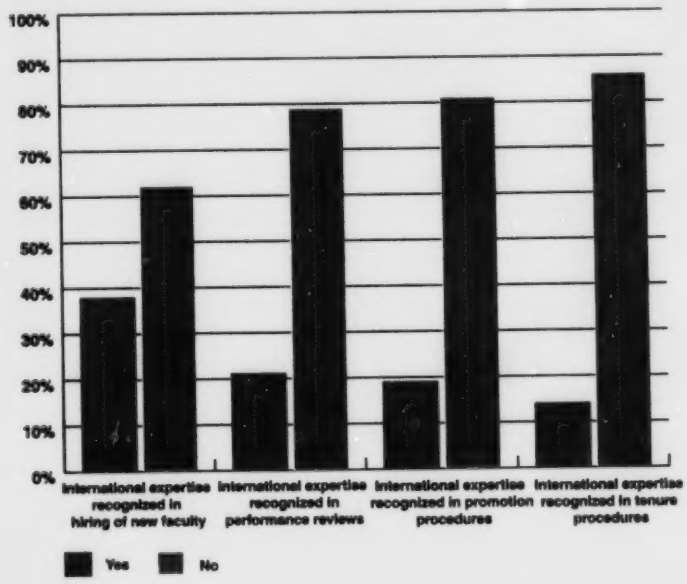
A rather surprising and puzzling finding is that adequate funding was not seen as a more important organizational factor. Yet, when respondents were asked to identify the issues or challenges (see chapter 8) facing their institution and higher education in general, the most frequently mentioned issue was financial support.

3.3 Human resource policies

Hiring

Survey recipients were asked if their institution makes explicit reference to the recognition of international or intercultural expertise in a number of human resources policies and practices. Approximately 38 percent of the respondents indicated that in cases where international or intercultural expertise is relevant and appropriate, it is given explicit consideration when hiring new faculty. This is surprisingly low, given that the survey question refers specifically to positions for which it is relevant to have international and/or cultural expertise. Further exploration is needed to find out why this is the case. Is it due to attitudinal or procedural issues or other external factors such as availability of qualified personnel or immigration restrictions?

Figure 3b) Human resources policies (N=58)



Performance review

Only 21 percent of the responding institutions indicated that their regular performance review systems acknowledged achievements and increased expertise in international or intercultural issues and activities. When it comes to promotion and tenure procedures, the results show an even bleaker picture as only 19 percent of the respondents address international accomplishments in the promotion procedures and only 14 percent include international-related work in tenure procedures.

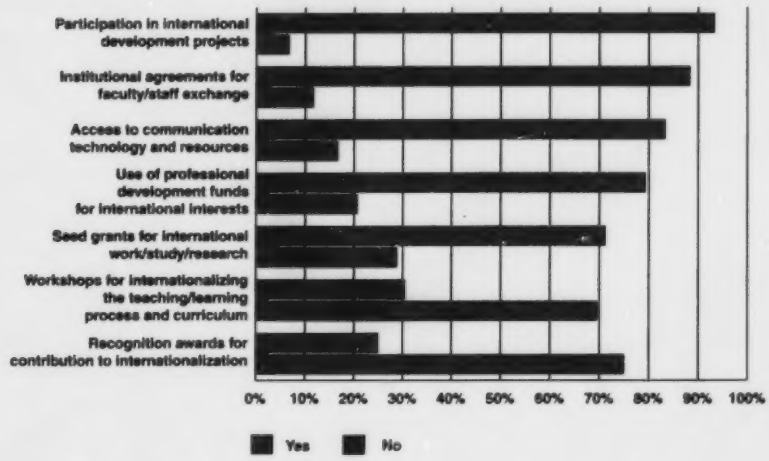
This issue is important to pursue. It is broadly recognized that full support and involvement of faculty are essential if an institution is to move forward with its internationalization agenda (see section 3.2). Clearly, not all faculty will be or even should be involved; however, a critical mass of international champions is necessary as faculty are probably the most important engine for internationalization. While it is necessary to support their efforts through such means as financial assistance and allowing time for activities, as well as supporting training and development opportunities, it is equally as important to acknowledge their efforts and accomplishments through the traditional academic procedures in practice for promotion and tenure. It should be mentioned that in performance reviews,

research has somewha- of an advantage over teaching and service since publication in international journals and joint research with international partners has always been seen as a legitimate aspect of scholarly activity.

3.4 Faculty/staff development

Given the indispensable role that faculty and staff play in internationalizing a campus, it is essential that opportunities are available for their training and professional development. Survey recipients were asked to indicate if particular types of opportunities were available to their faculty and staff. There was a very positive response to this question. Approximately 80 percent or more of the respondents indicated that they used professional development funds, information technologies, institutional exchange agreements and development projects as ways to get their teaching, research and technical personnel involved in international work/study/research projects. Seed grants were another prominent tool used. This is encouraging but more information is needed to understand the benefits, impact and degree of involvement in these activities.

Figure 3c) Faculty/staff development (N=60)



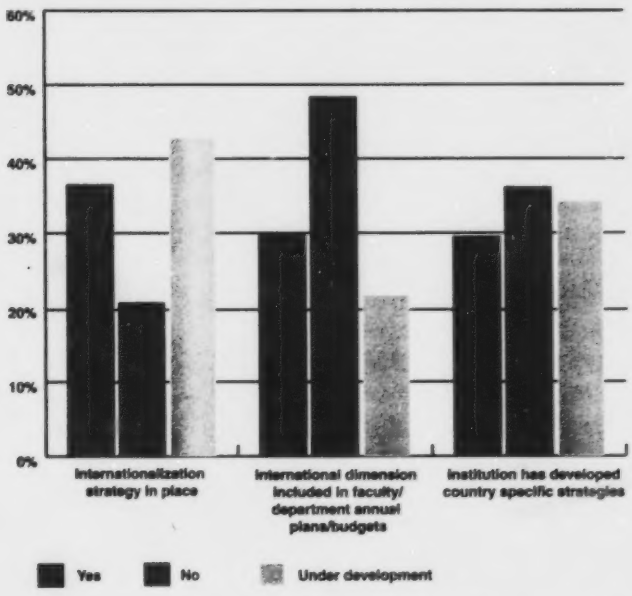
Only 30 percent of respondents indicated that their institution offers workshops for internationalizing the teaching/learning process and curriculum. Twenty-five percent indicated that their institution recognizes outstanding contributions and achievements to internationalization by offering awards. It is assumed that this is most likely an increase from six years ago and is a promising signal of greater acknowledgement of faculty contributions.

3.5 Internationalization strategies

Internationalization strategic plan

Survey recipients were asked if their institution has an overall international strategy (identifying rationale, goals and objectives, strategies, anticipated results etc.) to guide the integration of an international dimension into the teaching, research and service functions of the institution. It was somewhat surprising to learn that only 36 percent of the responding institutions had such an institution-wide strategy in place, but another 43 percent indicated that it was under development.

Figure 3d) Internationalization strategies (N=63)



It is enlightening to compare this finding with the fact that 84 percent of the institutions indicated that the international dimension was included in the university's macro strategic plan or long-term planning document (see section 3.1). What appears to be happening is that the international dimension is featured in the macro institutional plan, but when a strategic plan is needed to operationalize the internationalization process there are fewer institutions (36 percent) who have such a strategy in place. However, if one includes the 43 percent who are in the process of developing one, the picture is more encouraging. It appears that about 79 percent of responding institutions have or are en route to having a strategic plan for internationalization. It is important to cover analysis of the elements of an internationalization strategic plan in any future survey.

Annual planning, review and budgeting process

The nature and extent to which the international dimension is included in the annual planning, review and budgeting process at the college/faculty or departmental level is another important determinant of how integrated and sustainable internationalization is in Canadian universities. Thirty percent of the respondents answered positively to this question and another 22 percent indicated that planning at the department/faculty or college level was in process. This means that about 52 percent are giving serious attention to this level of planning, which is to be applauded. Hopefully, this number will increase in the next few years; however, the results presented in section 3.2 indicate that many respondents saw this factor to be of minor importance. This is another theme which needs to be monitored and included in the next survey.

Country specific plans

With the plethora of international opportunities available to Canadian higher education institutions, it is very easy to become reactive to requests for partnerships rather than proactive and strategic in using such opportunities to their best advantage and mutual benefit. Country specific plans are emerging as one way to be more proactive and deliberate in determining where resources are allocated and where results are anticipated. Again, about 30 percent of the respondents said that they had developed country specific strategies, which included a comprehensive plan for all the international activities and partnerships in a particular country.

Another 34 percent indicated that country specific strategies were in the process of being developed.

Looking overall at the question of internationalization strategies, it is clear that approximately two-thirds of survey respondents are moving from a reactive to a proactive position. This is one indicator of the degree to which the international dimension is becoming institutionalized at Canadian universities. It is encouraging and shows that progress is being made toward operationalizing internationalization in a sustainable manner.

Secondary data: Canadian university projects in international development

Given the prominent role that international development projects have played in the internationalization of Canadian universities, AUCC started tracking projects in international development with its Canadian University Projects in International Development database (CUPID) in 1985. While the information in the database may not capture all university projects, the following charts do provide a reliable indication of key trends and/or current activity in this area.

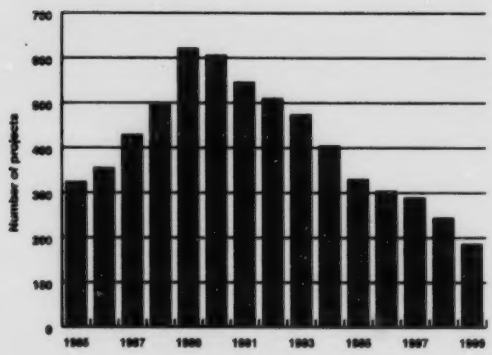


Figure 1 Number of projects by year, 1985 - 1999

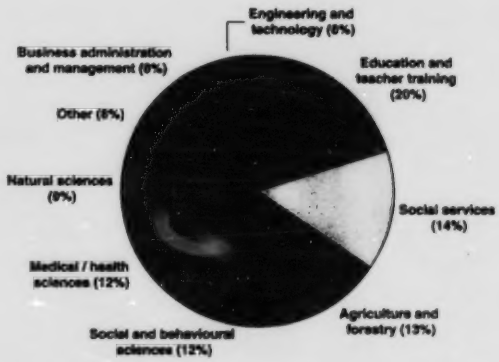

Engineering and technology (6%)
Business administration and management (8%)
Education and teacher training (20%)
Other (8%)
Natural sciences (9%)
Social services (14%)
Medical / health sciences (12%)
Agriculture and forestry (13%)
Social and behavioural sciences (12%)

Figure 2 Percentage of projects by sector, 1999

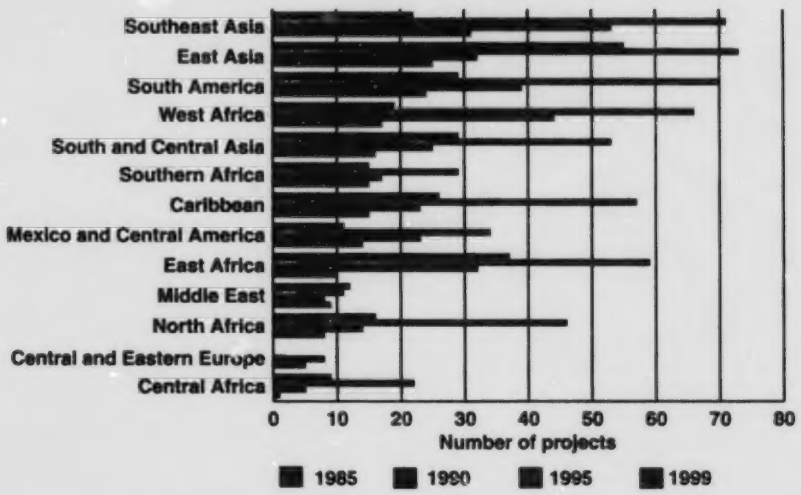


Figure 3 Number of projects by world region, 1985, 1990, 1995, 1999

Source: AUCC CUPID database

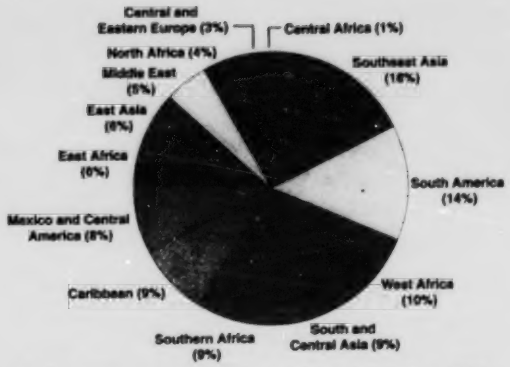
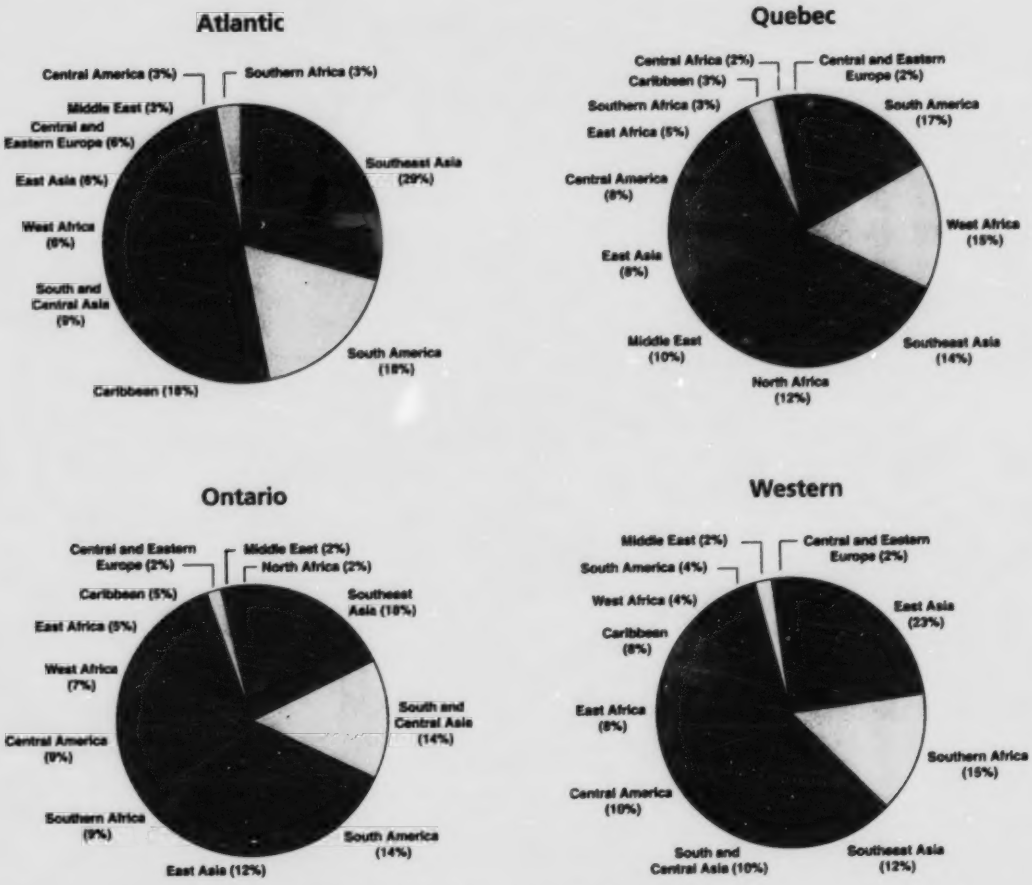


Figure 4 Percentage of projects by world region, 1999



Figures 5-8 World distribution of projects by Canadian region of origin, 1999

Figures have been rounded off and may not add up to 100 percent

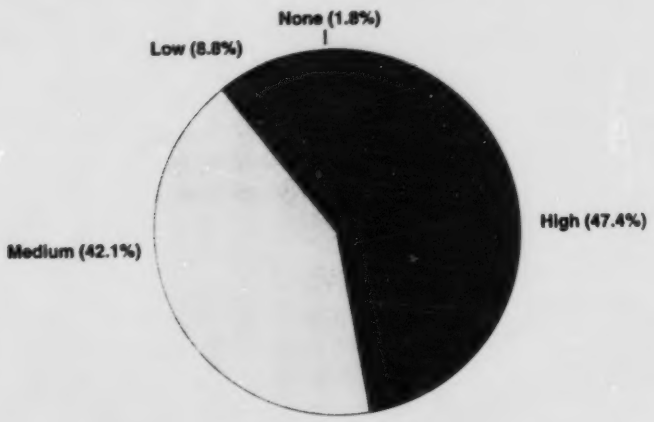
Canadian students studying outside of Canada

This section focuses on Canadian students' education experiences out of the country. A wide variety of international education experiences are included in an attempt to capture the whole picture of Canadian student academic mobility. The activities include study abroad for a semester or two on an exchange program or fee paying basis, internship or co-op placements, research and field work, involvement in international development projects, as well as other international activities undertaken for academic credit.

There is a definite lack of general information and quantitative data available on the rate of participation, types of opportunities, support services etc. regarding academic mobility opportunities for Canadian students already registered at a Canadian degree-granting institution. Questionnaire 3 of the survey is one step toward trying to systematically collect data. However, through this survey it has become clear that it is a significant challenge for many institutions to gather this information. It appears that few have systems in place to get reliable and comprehensive data on Canadian students' international academic experiences.

Perhaps one of the important findings from this survey is the need for further information gathering at the institutional and national level on Canadian students' study/work/research abroad experiences. In addition to needing reliable and valid data for public policy development within Canada, it is also important to have this information for comparative purposes with other countries. Finally, in future surveys, student views also need to be gathered.

Figure 4a) Level of interest in providing study abroad experiences (N=57)



4.1 Level of interest

It is both interesting and encouraging to note that approximately 90 percent of all responding institutions indicated that there was either a medium or high interest in providing out-of-country experiences for Canadian students. This is consistent with, and supported by, the comments made in section 2.3 which identified mobility experiences for Canadian students as a key aspect and benefit of internationalization.

The specific question on 'interest level' was not in the 1993 AUCC survey, but the topic of student mobility and exchange was addressed.

The results of the 1993 AUCC survey showed that student work/study abroad was ranked as the number one element of internationalization. This is strong testimony to the importance of student mobility. In another part of the 1993 AUCC survey, student exchanges were ranked third, after international development projects and international students, vis-à-vis the level of activity on campus. Clearly, student mobility continues to be of great interest and an increasingly important priority.

4.2 Rationale

Respondents were asked to give, in their own words, the most important reasons for promoting study abroad experiences for students in their institution. The responses varied; however, there were four themes or rationales which stood out as central to why study abroad opportunities are important.

The four most frequently mentioned rationales are as follows:

- develop intercultural awareness and skills (including learning in a different culture);
- strengthen international understanding, knowledge and perspectives on global issues;
- increase job-related skills and marketability;
- enhance language skills.

There were many more reasons identified but the frequencies were not high enough to list them as central themes. Nevertheless, it is useful to list them so as to appreciate the diversity of responses:

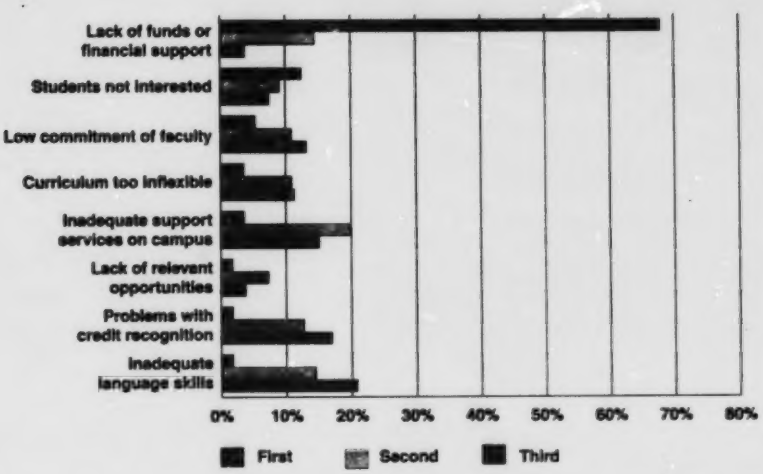
- develop international contacts and networks;
- develop self-confidence and motivation through new life experiences;
- learn about own culture through comparison with others;
- become an effective participant/professional/citizen in an increasingly global society and marketplace;
- the desired course not available in home institution;
- internationalize the campus by involving Canadian students in international experiences;
- increase revenue for institution;
- diversify student recruitment markets;
- increase visibility of the university abroad;
- invest in future social, political and economic cooperation for Canada.

The five reasons at the bottom of the list indicate that academic mobility is beneficial for both the students and the institution. It is reaffirming to note, however, that the benefits for students are seen to take precedence over institutional benefits.

4.3 Barriers to participation

"Lack of funds" was identified as the single most significant barrier for Canadian students to participate in work/study abroad experiences. The results in Figure 4b show that all other potential barriers paled in comparison to this factor. This finding is supported by narrative comments which indicated that funding of academic abroad experiences for Canadian students is a pressing issue and challenge for the future of internationalization.

Figure 4b) Barriers to participation in study abroad experiences (N=55)



Interestingly, there was not the same consensus on the second most important barrier. While "inadequate support services on campus to promote and support student participation" was most frequently mentioned as the second most important barrier (20 percent), the "lack of necessary language skills" (14 percent) and "lack of funds or financial support" (14 percent) also received frequent mention. The third most important barrier identified by 21 percent of the respondents was the "lack of necessary language skills". Further attention needs to be given to this issue due to the fact that it was frequently ranked as a second- and third-level barrier.

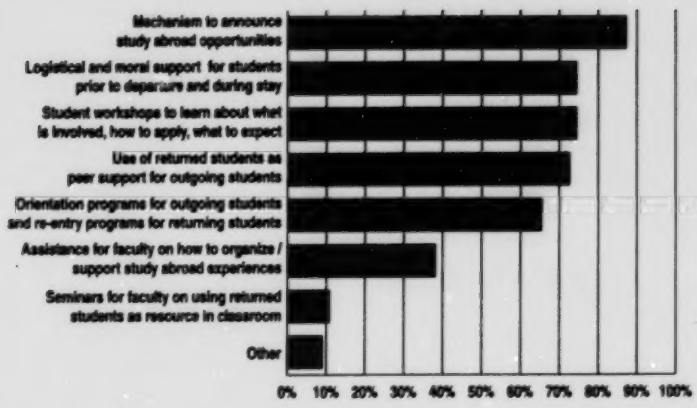
The factor which was seen as having least importance or impact on participation overall was the "lack of relevant opportunities". Therefore, it appears that the study abroad opportunities are available but students are not able to take full advantage of them, primarily because of the cost. This is an important finding for the senior leaders of institutions and provincial/federal governments.

4.4 Support services

Survey recipients were asked to indicate their institution's activities and services to support Canadian student academic mobility. About 87 percent indicated there was a mechanism (e.g., newsletter, listserve, bulletin board etc.) to publicize available study abroad opportunities to students. While this presents a positive picture, it would perhaps be more telling if one had data on students' perception of accessibility to information on academic mobility opportunities in their institution and the the extent to which the information mechanisms are used.

The area where most improvement is needed seems to be in the involvement of faculty members. Only 38 percent of the respondents provided assistance to the faculty on how to promote or organize study abroad experiences. This is rather low

Figure 4c) Support services (N=55)


Mechanism to announce study abroad opportunities
Logistical and moral support for students prior to departure and during stay
Student workshops to learn about what is involved, how to apply, what to expect
Use of returned students as peer support for outgoing students
Orientation programs for outgoing students and re-entry programs for returning students
Assistance for faculty on how to organize / support study abroad experiences
Seminars for faculty on using returned students as resource in classroom
Other
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

and may be interpreted as an indicator of faculty members' interest and support for these type of experiences for students. Of even more concern is that only 11 percent of the responding institutions offer seminars to faculty members on how to integrate and use the returned students as a resource in the classroom. It is important to keep in mind that this does not mean that only 11 percent of the faculty are involving returned students as catalysts for internationalization. The finding indicates, however, that this is an area which needs further attention by the institutions. Because such a small percentage of Canadian students can participate in work/study abroad, it is essential that the experiences of those who have been abroad be integrated into the teaching/learning process in an appropriate and effective way.

4.5 Financial support

As noted in section 4.3, the lack of funds or financial support was identified as the number one barrier for Canadian students to participate in study abroad activity. Therefore, it is not surprising that 62 percent of the responding institutions indicated that they provide some type of financial support for non-tuition expenses. However, it appears that the extent of the funding is not sufficient to support the financial needs of the students and the institution's desired level of student participation. Respondents frequently identified the lack of financial support from the federal/provincial governments and by the university itself as a major challenge and issue facing internationalization.

As expected, the amount of the bursaries and the criteria for eligibility varied greatly across institutions. On the whole, three different types of financial assistance for study/research abroad were identified. These included:

1) the regular scholarships and awards which are portable if the student wishes to study abroad for a semester with an approved institution;
2) generic study abroad grants;
3) special awards usually tied to external funding and for designated countries and disciplines/programs.

The general study abroad grants ranged from $500 to $1,500 and were available to help defray accommodation and travel expenses. If the exchange was on a waived-fee basis, the most common criteria for eligibility were as follows:

- registered as a full-time student;
- receiving credit for courses taken;
- will return to the institution and share experiences;
- minimum Grade Point Average.

Table 4a) Profile of participants (N=47)

	Average
Participation rate of female students	60.9
Participation rate of male students	39.1
Percentage of students most likely to participate in study abroad during first year	2.7
Percentage of students most likely to participate in study abroad during second year	21.5
Percentage of students most likely to participate in study abroad during third year	62.6
Percentage of students most likely to participate in study abroad during fourth year	12.9
Percentage of students that stay for one semester	43.8
Percentage of students that stay for two semesters	52.4
Percentage of students that stay for three semesters	3.0
Percentage of students that stay for more than three semesters	0.8

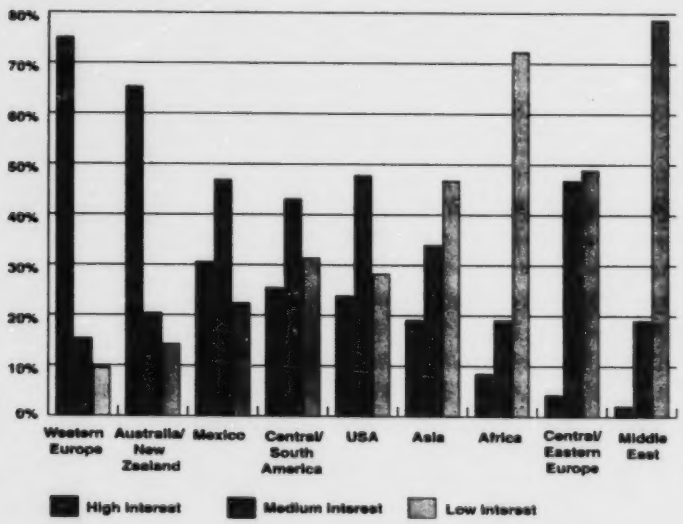
4.6 Profile of participants

The results in Table 4a indicate that in the responding institutions, more female students (61 percent) participate in study abroad than male students (39 percent). It appears that on average more students (63 percent) are likely to go abroad in their third year. Only about 22 percent of students are likely to go abroad in their second year and even fewer in their fourth year (13 percent) or first year (three percent). It is interesting that at the undergraduate level, 52 percent of the students stay for two semesters abroad, as compared to 44 percent who stay for one semester only.

4.7 Regions/countries of interest

Respondents reported that in their experience, the top two destinations for Canadian students participating in study abroad/exchange programs are Western Europe and Australia/New Zealand. While this may not be surprising, it is cause for reflection on the underlying reasons and the message that this sends. Language issues, western cultural orientation, quality of education and number of institutional agreements are compelling reasons for students to choose these two regions of the world. Yet, the benefits to students of living and learning in very different cultures merit consideration as well. Are Canadian institutions and students limiting their options for international and intercultural experiences?

Figure 4d) Regions/countries of interest (N=48)



The second group of favoured countries for study abroad include those in Central and South America, Mexico and the USA. This may be a result of NAFTA related opportunities as well as proximity. It is very interesting to compare this finding with the responses to the more general question regarding geographic priorities for international activities. Central and South America ranked number one with respect to current and future geographic priorities (see section 2.5), yet this does not seem to apply to study abroad opportunities for students.

The mixed interest in Asia is perhaps the most intriguing. Asia ranked sixth out of nine as an area of high interest and fifth for medium interest. Given that it was identified as the number one region of overall interest in the 1993 AUCC survey, it is surprising that Asia is ranked so low for study abroad in the 1999 AUCC survey. The least popular regions include Africa, Central and Eastern Europe and the Middle East.

4.8 Quality assurance

It is encouraging to know that about two-thirds (66 percent) of the respondents indicated that they review the quality and outcomes of students' study abroad experiences. The primary method of assessing the quality is debriefing meetings upon the students' return. These sessions are extremely important for the students' ease of re-entry and for evaluation of the experience, but further work needs to be done to complement these debriefing sessions to ensure that quality is appropriately assessed and maintained. Other methods which were mentioned by several institutions include:

- credit transfer reports;
- review of academic performance;
- student surveys and exit interviews;
- academic performance comparisons between incoming and outgoing students at host and home institutions;
- contact with the students while they are overseas;
- exchange only approved for students with high end GPA;
- comprehensive student report.

"A certain degree of internationalization is fundamental to being an educated person."
- Survey respondent

The respondents' comments indicated that in some cases, the international or study abroad office was responsible for the review of the student experience; in other cases, it was done at the faculty level.

4.9 Number of Canadian students abroad

Once again, it is important to emphasize that the data on participation rates include students who are registered at Canadian universities and are going abroad to study for credit. It does not include Canadian students who are registered full-time at foreign universities.

Respondents were asked to provide detailed information on current participation rates and future targets for all categories of study abroad experience. It is clear that this information is not being regularly collected at the institutional level as the response rate to many of the categories was small and spotty. The respondents' comments confirmed that they have not been systematically collecting this data, even though many intend to do so in the future. Table 4b presents information on the three categories where there were over 35 respondents. The reader should bear in mind that a small number of institutions may have a disproportionate share of the total number of students abroad in a given category. For instance, one institution is sending out 400 students on internship/co-op placements, representing one third of the total going abroad for this type of academic experience.

Table 4b) Canadian students abroad, 1997-98

Type of student academic experience	Number of institutions with students abroad	Maximum number of students per institution	Total number of students abroad
Undergraduate exchange students (N=49)	44	417	3530
Graduate exchange students (N=37)	20	77	353
Students on internship or co-op placement for academic credit (N=39)	19	400	1175
		Total	**5058**

Overall, respondents indicated that 5,058 students participated in undergraduate/graduate exchange programs or internships/co-op placements abroad in the 1997/98 academic year. While this figure is not inclusive of all institutions, it is nonetheless indicative of the macro-level picture, since the institutions that responded to this question account for close to 75 percent of Canadian full-time enrolment. It is also very likely that many of the institutions that did not respond do not have significant study abroad activity.

It is interesting to note that this figure (5,058) represents only .9 percent of total full-time enrolment (graduate and undergraduate) of Canadian universities in 1997/98. This means that Canadian institutions and governments have a major challenge ahead if the goal of having a critical mass of students studying abroad for credit is to be reached.

Secondary data: Canadian university international exchange agreements

AUCC tracks active Canadian university international exchange agreements with its Canadian University Exchanges database (CUE). While the data available may not be fully comprehensive, the following selection of charts provides a snapshot of key trends and/or current activity in Canadian universities' cooperation with partners around the world.

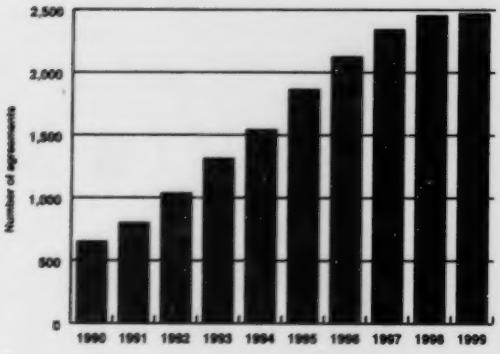


Figure 1 Number of agreements by year 1990-1999

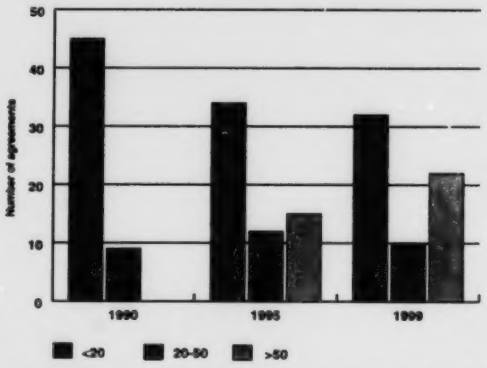


Figure 2 Number of agreements per institution, 1990, 1995, 1999

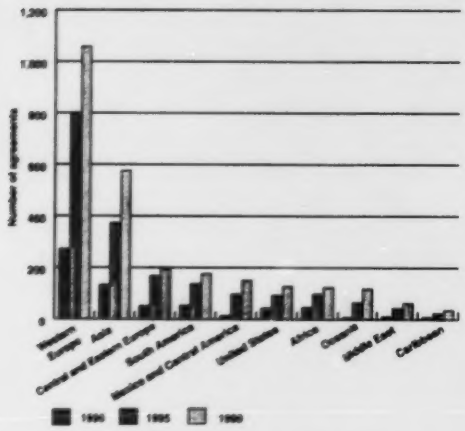


Figure 3 Number of agreements by world region, 1990, 1995, 1999

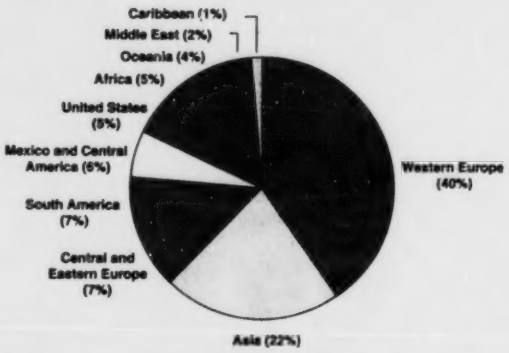
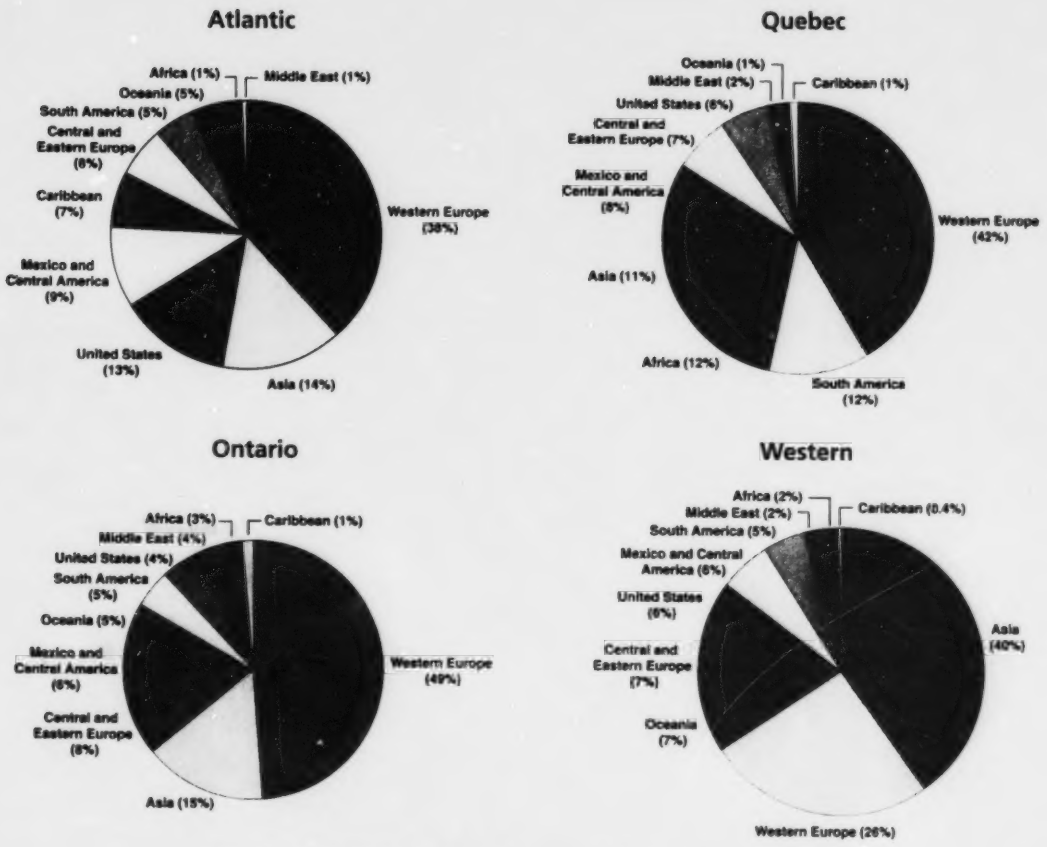


Figure 4 Percentage of agreements by world region, 1999

Source: AUCC CUE database



Figures 5-8 World distribution of agreements by Canadian region, 1999

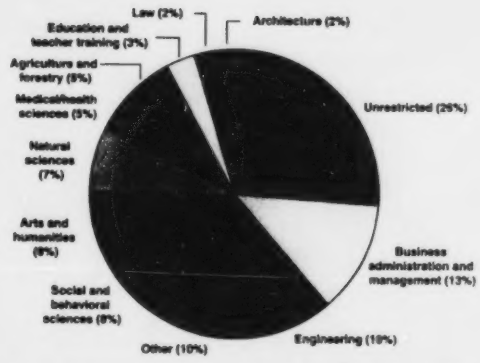


Figure 9 Percentage of agreements by discipline, 1999

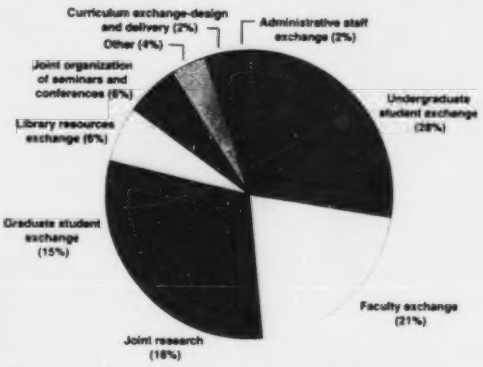

Curriculum exchange-design and delivery (2%)
Administrative staff exchange (2%)
Other (4%)
Joint organization of seminars and conferences (6%)
Library resources exchange (6%)
Undergraduate student exchange (28%)
Graduate student exchange (15%)
Faculty exchange (21%)
Joint research (16%)

Figure 10 Percentage of agreements by type, 1999

Figures have been rounded off and may not add up to 100 percent

Curriculum and the teaching/learning process

A crucial element of internationalization is the international dimension of the curriculum and teaching/learning process. In many ways, it is the most challenging aspect to implement in Canadian institutions and it is certainly the most difficult to monitor and measure.

Questionnaire 4 of the survey focused on the strategies faculty are using to internationalize their course work and their teaching and how an institution can support and review initiatives in this area. Several other questions tried to gather data on the development of new courses or programs with an international theme. Gathering information on the international dimension of existing curricula is equally important but more difficult. It would have been very informative, but too labour intensive, to review all course descriptions or to survey all teaching staff to assess the degree to which the teaching/learning process is internationalized.

The 1993 AUCC survey only included a few minor questions on curriculum and so few comparisons can be made. Given that the most important rationale for internationalization is overwhelmingly seen as the preparation of Canadian graduates to be internationally knowledgeable and interculturally competent, it is important that further attention be given to implementing and evaluating the internationalization of the curriculum and the teaching/learning process.

5.1 Teaching/learning process

Support to faculty

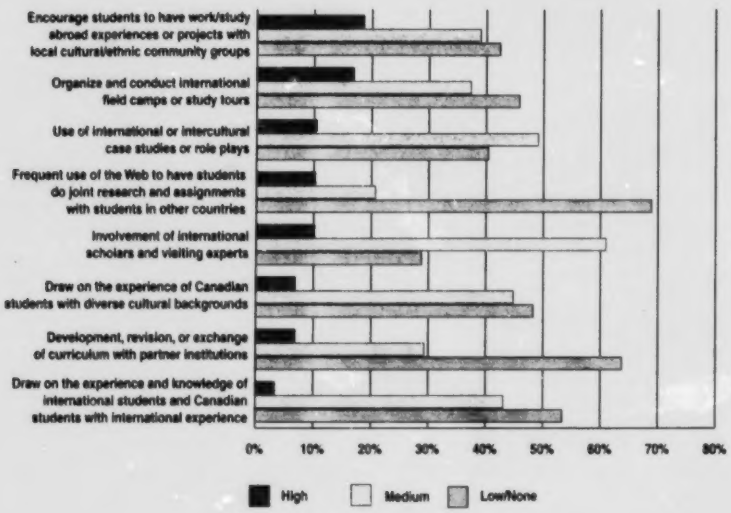
Only 19 percent of respondents reported that their institution provides support to faculty on how to use the experience and knowledge of international students or returned Canadian exchange students in the classroom. These results show that very few institutions are emphasizing and supporting this method of internationalizing the teaching/learning process or taking full advantage of a resource which is already available in the classroom.

This is a lost opportunity that needs to be addressed. It would be interesting and useful to identify and disseminate examples of good practice as one step towards encouraging faculty to build on the international and multicultural backgrounds and experiences of students.

Strategies

Respondents were asked to report on the level of activity of a number of different strategies used to integrate an international dimension into the classroom. The first and foremost impression is the overall low level of apparent interest and activity in the eight strategies listed in Figure 5a. Respondents' narrative comments reinforced this impression. In general, the comments indicated that from time to time,

Figure 5a) Teaching/learning strategies: level of activity (N=58)


Encourage students to have work/study abroad experiences or projects with local cultural/ethnic community groups
Organize and conduct international field camps or study tours
Use of international or intercultural case studies or role plays
Frequent use of the Web to have students do joint research and assignments with students in other countries
Involvement of international scholars and visiting experts
Draw on the experience of Canadian students with diverse cultural backgrounds
Development, revision, or exchange of curriculum with partner institutions
Draw on the experience and knowledge of international students and Canadian students with international experience
0%
10%
20%
30%
40%
50%
60%
70%
80%
High
Medium
Low/None

the centre responsible for teaching would focus on internationalizing the curriculum but certainly not on a regular or systematic basis.

One of the strategies focused on the theme of the previous section – drawing on the experience and knowledge of international students and Canadian students with international experience. The results are mixed, showing that the vast majority of respondents (96 percent) indicate a low or medium level of activity related to this strategy. Clearly, there is room for more involvement. However, it is unlikely to happen if only about 19 percent of the responding institutions are encouraging and supporting faculty to focus on this strategy.

It is also important to note that 69 percent of the respondents report no or low level of interest in using the Web for Canadian students to do joint projects with students in other countries. Given the increasing availability and potential of the Web plus the high number of international academic agreements with partner institutions, it is disappointing that there is not more interest or activity in this area. The Web provides new opportunities so that a larger proportion of the student population can have a learning exchange with students from other countries. Knowing that a very small percentage of students can actually participate in study abroad, the Web may open up new possibilities for international/intercultural learning and exchanges for a greater number of students. It is recognized, however, that using the full potential of the Web requires further training and resources for faculty to integrate this new form of communication into their class.

"Internationalization is preparing students at all levels and in all disciplines for learning and working – whether in Canada or abroad – in an internationally oriented environment and economy."
- *Survey respondent*

There appears to be a moderate level of activity with respect to faculty encouraging students to have work/study experiences or projects with local cultural/ethnic community groups. The same is true for the more traditional use of international scholars and visiting experts in the classroom.

A somewhat surprising finding was that about 46 percent of the respondents attributed a low level of importance to the organization of international field camps and study tours. While these can be labour-intensive activities for staff and costly for students, it is an area which deserves further consideration because of the flexibility involved. A two-to-four week study tour or field camp is often more accessible for students. The costs are lower than a full semester abroad and the time frame is more feasible for students who have work or family responsibilities in addition to their studies. A recent study in Australia has shown an increased interest in these types of shorter international experiences, especially for those students who are studying on a part-time basis.

5.2 Curriculum review process

Facilitation and review

Survey recipients were asked to indicate whether there was a process to review and assess the international and intercultural dimension of courses and programs offered at their institution. The majority (60 percent) indicated that no process existed; 15 percent reported that a review process was in place and another 25 percent said that one was being developed. This is another strong indication of the low priority currently being given to the internationalization of the curriculum.

Figure 5b) The curriculum review process (N=60)

Only a few respondents reported on which departments/units have responsibility for facilitating and monitoring the internationalization of the curriculum. Those that did respond indicated that it was the responsibility of the individual departments and faculties. In general, it appears that there is an increasing awareness and concern about this issue. The respondents' comments indicate that the international office will begin to play a catalytic role and serve as a resource to further the task of internationalizing the curriculum, with the ultimate responsibility continuing to rest with the dean or department head. In a few cases, respondents reported that the faculty-based person responsible for international affairs facilitated the process.

Role of international office

Again, very few respondents described the role, if any, that the international office plays in the promotion and facilitation of internationalizing the curriculum. This is a statement unto itself. It is understood in a university that curriculum development and revision are the responsibilities of the home department or faculty, and that senate normally has final approval. However, given the nature of the internationalization process, champions are needed to stimulate and reinforce the development or review of a curriculum so as to integrate an international dimension where appropriate. As mentioned above, it appears, based on both the number of respondents who answered this question and their comments, that international offices have a minor role in promoting or facilitating the internationalization of the curriculum. A selection of comments to this question shows the diversity of proactive and reactive roles that the international offices have:

- "Limited role through personal interaction with faculty and participation on international committees and the senate committee";
- "The centre for international programs actively encourages and supports this process and the director (as an academic) is a resource to some departments. The centre also participates in senate international committee's policy development on internationalizing the curriculum";

- "At this stage, the international office has no role. This is the purview of the academic departments";
- "As far as possible, the ILO promotes and facilitates internationalizing the curriculum";
- "The international office helps to promote the idea of internationalizing the curriculum through its work with individual representatives of the various departments";
- "The international centre is available for support and as a resource";
- "An indirect role through managing exchanges and projects".

5.3 Foreign languages

Requirement for first degree graduation

Only 12 percent of respondents indicated that knowledge of a second language was a requirement for first degree graduation. This same question was asked in both the 1991 and 1993 AUCC surveys. It is both interesting and worrisome to see a marked decline, from 35 percent in 1991 to 16 percent in 1993 to 12 percent in 1999. This is an area where more research and analysis needs to be done to better understand the reasons for, and the consequences of, this downward trend.

Table 5a) Foreign language requirements

	Yes (%)	No (%)
Second language a requirement for first degree graduation (N=56)	12.5	87.5
Second language a requirement for second degree graduation (N=51)	21.6	78.4

Requirement for second degree graduation

For second degree graduation, 22 percent of respondents indicated that their institution required knowledge of a second language. Unfortunately, there is no comparative data from previous AUCC surveys for this question, but overall the percent seems low and may be interpreted as a hindrance to graduates working and living in a more globalized environment.

Courses offered

Table 5b presents data on language courses offered in universities across Canada and gives a general indication of whether enrolment is increasing or decreasing compared to six years ago. It would appear that Spanish is the most widely offered language (after English and French) and that in 80 percent of the 50 institutions where Spanish is taught, enrolments are increasing. This is a very positive picture for the popularity of the Spanish language.

German is the next most widely offered second language, but only 22 percent of the 45 institutions offering German indicate that enrolment is increasing compared to six years ago. Japanese is the third most widely offered language and 65 percent of the 26 institutions providing instruction in Japanese reported increased enrolments. Portuguese is only offered at four of the responding institutions which is very low, but in all of these institutions enrolment is increasing. A similar situation applies to Cantonese. It is only offered at six of the responding institutions, but the majority show an increase in enrolment.

Table 5b) Foreign languages

	Institutions offering courses	Increasing (%)	Decreasing (%)	No change (%)
Spanish (N=57)	50	80	4	16
German (N=52)	45	22.2	33.3	44.4
Japanese (N=49)	26	65.3	7.6	28
Mandarin (N=49)	21	66.6	9.5	23.8
Russian (N=48)	20	20	40	40
Cantonese (N=47)	6	66.6	16.6	16.6
Portuguese (N=47)	4	100	0	0

Note: All percentages refer to courses offered.

5.4 International programs

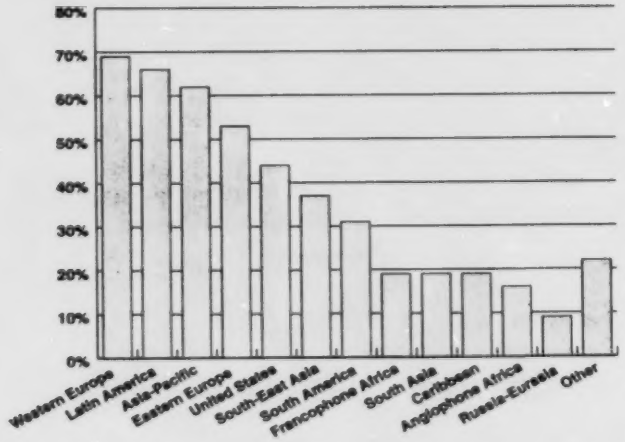
Respondents were asked to list undergraduate and graduate level internationally oriented degree programs and to indicate the level of enrolment compared to six years ago. The six most frequently mentioned undergraduate programs were international business, international relations, environmental studies, development studies, international studies, and international education. It is interesting to note that enrolment is increasing in virtually all six programs with international business showing the highest increase.

5.5 Area studies

Survey recipients were asked to indicate all the area/regional studies which were offered at their institution. Fifty-nine percent indicated that they had such studies. Within this group of institutions, the three most popular area study programs offered are Western European (69 percent of respondents), Latin American (66 percent) and Asia-Pacific (62 percent).

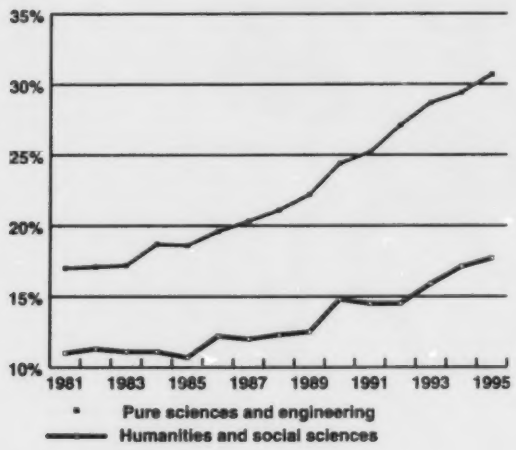
It is interesting to compare these results with the areas of the world that institutions indicated are of future interest and priority. The top three priority areas are the same except the order is slightly different. Central and South America is first, Asia and the Pacific Rim is second and Western Europe is third (see section 2.5).

Figure 5c) Area studies (N=32)



Secondary data: international research collaboration in Canada

In *The Internationalization of University Research in Canada* (1999), Gingras, Godin, and Foisy analyze international collaboration based on the co-authorship of articles by researchers from Canada and other countries. Some of their key findings are presented below:

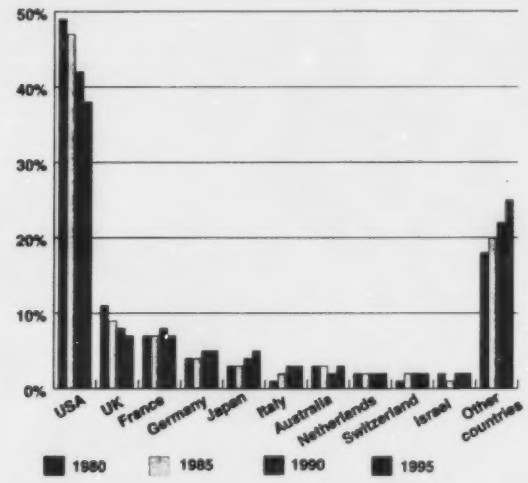


Source: Gingras, Godin, and Foisy, 1999

Figure 1 Percentage of Canadian publications written through international collaboration

Canada produced 4.2 percent of all publications in the natural sciences, engineering, and biomedical sciences worldwide in 1995. This puts the country in sixth place among member nations of the OECD when it comes to the production of scientific knowledge. Universities, either alone or in cooperation with industry or government, produced 82 percent of these publications.

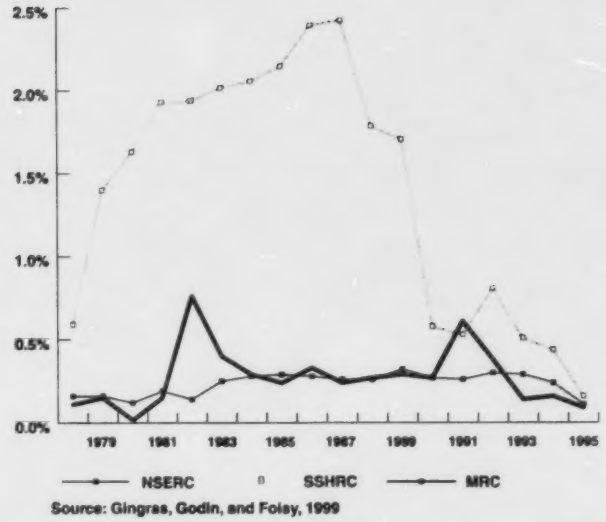
Figure 1 shows that international research collaboration in Canada has been increasing steadily. In the pure sciences and engineering, it increased from 17 percent of all publications in 1981 to 30.7 percent in 1995, while in the social sciences and humanities, it has increased from 11 percent to 17.7 percent in the same time period. In 1995, the rate of international collaboration in Canada (in the pure sciences and engineering) was over twice as high as that found at the world level, which on average, was 14.5 percent in 1995.



Source: Godin, 1999

Figure 2 Principal countries for Canadian international collaboration: all university publications, 1980, 1985, 1990, 1995

In the pure sciences and engineering, the top three partner countries with which Canada engages in collaborative research are the United States, the United Kingdom, and France, respectively. Since 1980, however, the pattern of collaboration has changed. Whereas the United States accounted for close to 50 percent of publications written in collaboration with Canadian researchers in 1980, that proportion declined to approximately 39 percent in 1995. This decline has, for the most part, benefitted smaller European countries such as Italy and the Netherlands, as well as Asian countries, particularly Japan and China. Similar trends can be observed in the social sciences and humanities.

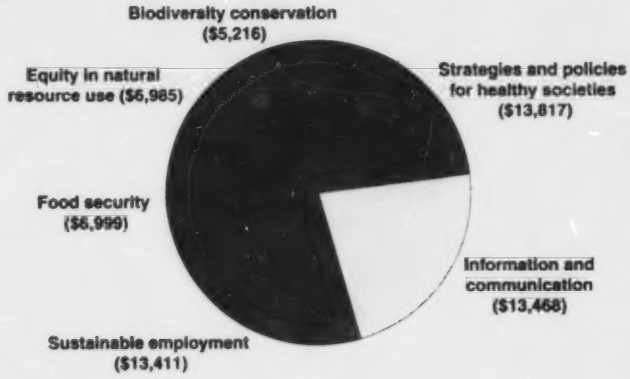


Source: Gingras, Godin, and Foisy, 1999

Figure 3 Proportion of federal granting council budgets devoted to international programs

NSERC = Natural Sciences and Engineering Research Council
SSHRC = Social Sciences and Humanities Research Council
MRC = Medical Research Council

Despite evidence of growing interest in international research collaboration, federal granting council support specifically earmarked for international programs has declined significantly since the beginning of the 1990s (Figure 3). It should be noted, however, that the granting councils have recently launched some new programs to create international linkages.


Biodiversity conservation ($5,216)
Equity in natural resource use ($6,985)
Strategies and policies for healthy societies ($13,817)
Food security ($6,999)
Information and communication ($13,468)
Sustainable employment ($13,411)

Source: IDRC Annual report, 1998-99

Figure 4 IDRC research appropriations ($000) by program theme, 1998/99

Finally, special mention should be made of the role of the International Development Research Centre (IDRC) in supporting international research collaboration in Canada. Although the bulk of IDRC funding goes to developing country researchers, approximately 18 percent of IDRC's annual program budget is allocated to cooperative projects between Canadian and developing country researchers. Figure 4 shows how IDRC's annual program budget of approximately $60 million is appropriated by program theme.

International students at Canadian institutions

The growing interest and success of Canadian higher education institutions in the recruitment and enrolment of international students was the impetus for including this topic as a central theme for Questionnaire 5. Data is available on the number, field of study, country of origin etc. of international students (see section 6.11). But there is a lack of documented information from institutions on the recruitment and admission strategies being used, the existence of income and cost-sharing models, the tracking systems for monitoring academic performance and retention rates, and even the explicit reasons behind why institutions want international students on campus. Questions relating to these aspects were included in the questionnaire and the results are presented in this section.

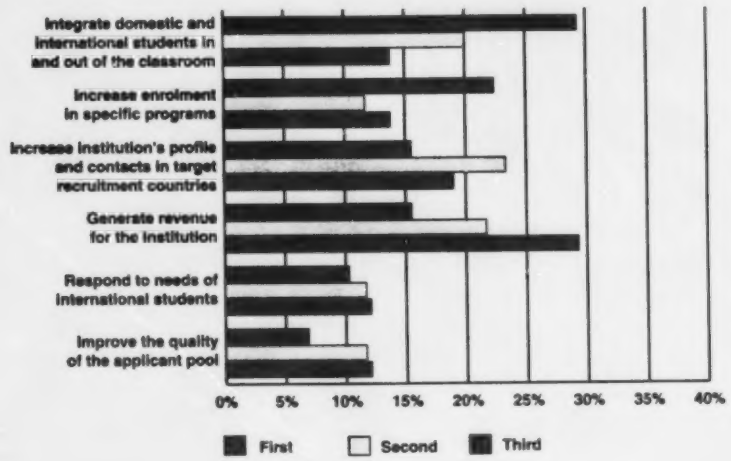
In the 1993 AUCC survey, international students were identified as a significant part of internationalization. However, there were no specific questions relating to the aspects raised above. Therefore, it is difficult to draw any comparisons from the results of the 1993 and 1999 surveys.

6.1 Rationale

Respondents were asked to rank their top three reasons from a list of six for enrolling international students. It is very interesting that the three most important reasons were identified as: to integrate domestic and international students in and out of the classroom; to increase institution's profile and contacts in target countries; and to generate revenue for the institution.

It is worth noting that income generation is clearly not the most important factor driving the recruitment of international students to Canadian universities. This may be a characteristic which distinguishes Canada from other countries such as Australia and the United Kingdom, which are heavily involved in international student recruitment.

Figure 6a) Rationale for recruiting international students: level of importance (N=60)



The three most important rationales reflect the benefits accrued to Canadian students and the institution itself. The rationale "respond to needs of international students for higher education opportunities" overall ranked very low in importance and seems to indicate that Canadian institutions are not overly altruistic in their motives for recruiting international

students. Informal data on the decrease of scholarships for students from developing countries would also corroborate this perspective; however, it is important to remember that the number of students from these countries declined in the early 1990's when CIDA reduced its scholarship programs.

The rationale seen as the least important is "to improve the quality of the applicant pool". It would be helpful to explore further why this motive ranked so low. Is it because there is a perception that the international applicants are not always of high quality? Or could it be that the quality of the Canadian applicant is already high enough and therefore increasing the overall quality of the applicant pool (other than to meet admission requirements) is not a factor bearing much weight when recruiting international students?

Another rationale suggested by one respondent was "to add to cultural diversity". This warrants further discussion as the theme of cultural diversity was identified by many respondents as a key benefit to Canadian students. The development of increased awareness as well as knowledge and skills related to cultural differences were noted as important outcomes of internationalization activities, such as work/study abroad and having international students on campus.

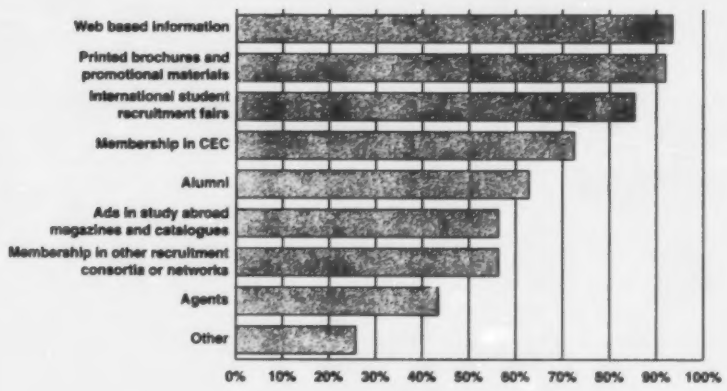
6.2 Recruitment strategies

Strategies being used

Respondents were asked to indicate the strategies used by their institution to recruit international students. Over 90 percent of all respondents used print and Web-based promotional materials and 85 percent reported they participated in student recruitment fairs. A full 73 percent of the responding institutions stated they had membership in the Canadian Education Centre (CEC) Network which represents a fairly strong statement of support for the Network. The results also indicate that there are many institutions participating in recruitment fairs beyond those offered by the CEC Network and probably in countries where the CECN is not active.

The use of alumni to recruit international students was noted by 63 percent of the respondents which was generally higher than anticipated. Membership in recruitment consortia or networks (other than CEC Network) was a strategy used by about 56 percent of the respondents. It would be worthwhile to gather further information on the types and functions of these consortia. Are they geographically based, i.e., province wide or city specific? Do they include different levels of education, i.e., secondary, college, university? Are they homogenous or diversified in the types of education offered, e.g., English language training, specialized skill training, customized training etc.?

Figure 6b) Recruitment strategies in use (N=62)



What types of joint activities are they engaged in e.g., participation in fairs, promotional brochures, use of agents and advertisements, school visits and seminars, etc.? Are they fee based?

Advertisements in study abroad guides and magazines are being used by 56 percent of respondents. Again, this merits further exploration. Are these Canadian produced magazines/study guides or from other countries? Are the advertisements targeted to a specific audience e.g., students, agents, guidance counselors etc.? Are the advertisements institutional promotion or are they targeted to a specific type or level of education, e.g., MBA, English language training, continuing education or graduate level programs.

The fact that 44 percent of the respondents are using agents is noteworthy. This is an important statistic to benchmark in order to monitor any changes in the next three to five years. While it is only speculation, it is probably safe to say that there has been an increase in the use of agents in the past three years; yet, based on an informal poll it appears that the percentage of universities using agents is likely to be much lower than in the college sector.

Respondents identified a variety of other recruitment activities such as personal visits, partnerships with international schools, personal contacts and current international students on campus.

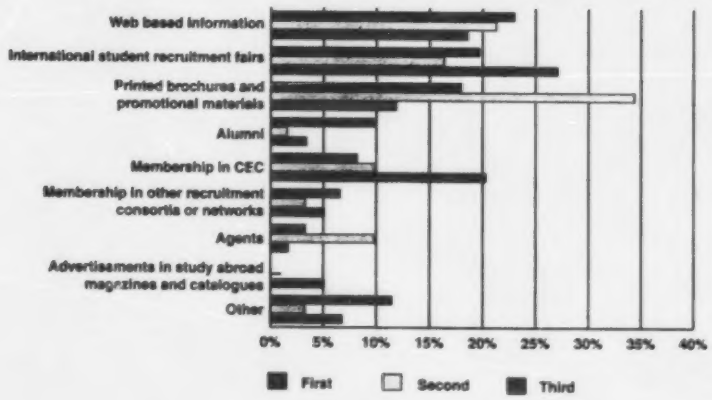
Given the number and diversity of recruitment strategies used by Canadian degree-granting institutions, it would be most interesting to know the amount of budget allocated to the overall recruitment effort and to the specific activities identified above.

Importance of strategies

Not surprisingly, the three most important recruitment strategies are Web-based information, brochures and international fairs – the basic building blocks of an international student recruitment plan. The only point worth mentioning is that at the first level of importance, Web-based information was slightly higher than printed materials. This may be a strong indication of the future reliance on the Web for promotion and application purposes.

Membership in the CEC Network is ranked lower in importance as is the use of agents. As already mentioned, the use of agents is a relatively recent phenomenon for universities and the level of importance given to this strategy may be a signal of increased activity once an institution has the basic foundation laid for recruitment efforts. In spite of the apparent widespread use of advertisements in international study guides and education magazines, this type of recruitment activity ranked very low in level of importance.

Figure 6c) Recruitment strategies: level of importance (N=60)



6.3 Responsibility for recruitment

At the undergraduate level, 80 percent of the respondents indicated that recruitment activities were centralized. At the graduate level, only 37 percent of the respondents noted that recruitment was centralized. This is consistent with the findings of another recent AUCC study on recruitment and admission procedures for international students (AUCC, 1999). This represents a striking difference and further exploration is required to confirm whether this differentiation between undergraduate and graduate levels also applies to domestic student recruitment activities and to determine the benefits of this approach.

Table 6a) Responsibility for recruitment (N=60)

	Centralized (%)	Decentralized (%)
Undergraduate recruitment	80.0	20.0
Graduate recruitment	37.2	62.8

About 53 percent of respondents indicated that their central office for recruitment/admission/liaison was responsible for recruitment of both undergraduate international students and domestic students, and about 32 percent indicated that their institution had a central office specifically mandated to recruit international students. Even for those institutions with a centralized approach, about half indicated that the responsibility for recruitment was still shared between individual departments (faculties) and a central office such as the registrar or international office.

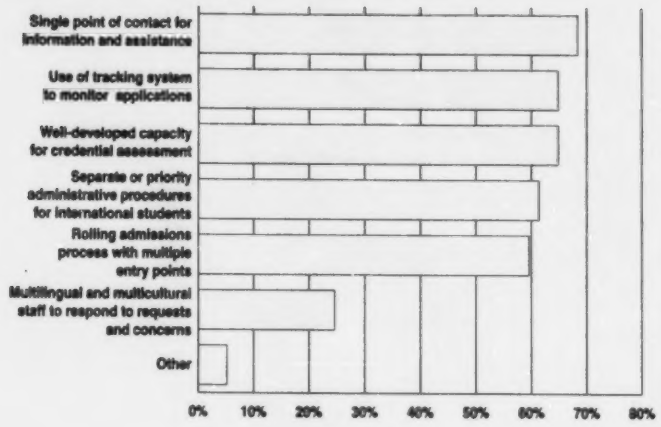
At the graduate level, the registrar's office or the international office were identified by the respondents as the two offices most likely to be responsible for centralized recruitment. It was somewhat surprising that the graduate studies office was not identified as undertaking this activity. For institutions that indicated they had a decentralized system for recruitment of international students, the academic departments or faculties took the primary responsibility for recruitment or it was shared with other units including the international office, graduate studies office and registrar's office.

6.4 Admission procedures

Use of specific admission procedures

In response to the question regarding the admission procedures used for international students, 68 percent of the institutions reported that a single point of contact for information and assistance was available. A tracking system for monitoring the progress of applications and a well-developed capacity for credential assessment were available in 65 percent of the responding institutions. In addition, 61 percent reported that separate or priority administrative procedures for international students were in place. A rolling admissions process with multiple entry points was reported to exist in 60 percent of the responding institutions. Overall, approximately 50 percent of the institutions have indicated they have special admission procedures for international applicants. Once again, this is consistent with the findings of the 1999 AUCC report on recruitment and admission procedures for international students. This is a relatively high percentage and reflects well on the Canadian university system. How this compares to other countries' admission procedures is not known, but anecdotal evidence would

Figure 6d) Admission procedures in use (N=57)



suggest that Canadian universities still have to make significant improvements to be competitive.

Level of importance of specific admission procedures

When the results regarding the use of specific admission procedures are compared to the relative importance attached to each procedure, there appears to be some intriguing contradictions. For instance, a tracking system to monitor the progress of applications is used by 65 percent of the responding institutions, yet it is ranked low in level of importance. This begs the question whether the tracking system applies to all domestic and international students or whether it is a special effort focused on the applications of international students. The fact that respondents rated a separate or priority administrative procedure for international students and a single point of contact as the two most important procedures is consistent with the large number of responding institutions who said they had such practices in place.

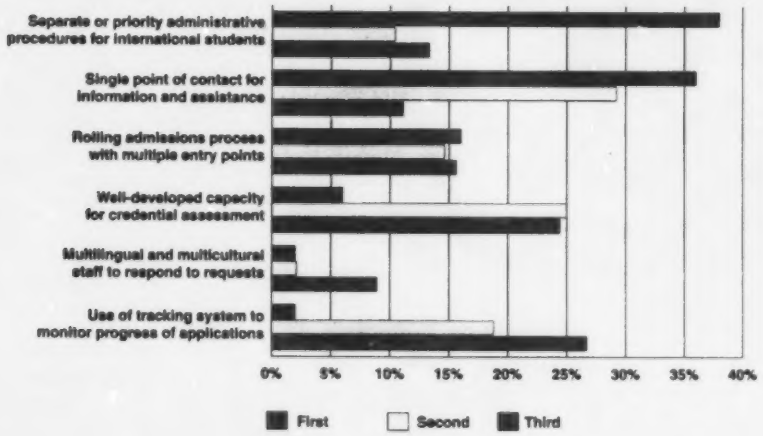
Only 25 percent of the institutions who answered this question have multilingual staff or staff of diverse ethnic origins to respond to requests and concerns. Not surprisingly, the strategy of what we called "having multilingual and multicultural staff" was ranked low in level of importance.

6.5 Academic performance and retention

Monitoring systems

The academic success of international students, just as for domestic students, should be a high priority for institutions. Of the institutions which answered the question on monitoring systems, only 19 percent indicated that specific measures were developed to monitor and measure the academic performance and retention rate of international students. There is an assumption that institutions which set up special monitoring systems are more likely to be on top of the academic challenges, problems

Figure 6e) Admission procedures: level of importance (N=47)



and successes of the international students than those who do not, but this remains an untested hypothesis. The remaining 81 percent of the institutions use the same measures as for domestic students. The comments on this issue indicate that this is an important area and that international student advisors or the international office also play a role in monitoring the performance and retention rates of international students. Respondents commented that:

- "The international office monitors the performance and retention of international students";
- "The international office tracks applications, registrations and graduation statistics separately";
- "The current system does not permit differentiation (between domestic and international students). We expect to change the system to allow separate tracking";
- "In addition to those measures used for Canadian students, we monitor the early performance of international students and meet with students who appear to be struggling".

A critical question which needs to be asked is what kind of academic support services are available to international students who are not doing well or have special problems learning and living in a different environment.

"Internationalization is the process by which students, faculty, and staff come to personally know people from other cultures, join in cooperative endeavours with them and incorporate an understanding and acceptance of 'the other' into their learning, teaching and research."

-Survey respondent

Comparison of retention rates

The universities were asked how the retention rates for international students compared to other students. Of the 47 institutions which answered this question,15 percent indicated a lower retention rate, 28 percent noted a higher rate and the majority (57 percent) reported that the retention rate was about the same. In a future survey, it will be important to ask for comparative data on completion rates and pass rates.

6.6 Income/cost sharing model

Given that almost all institutions now charge a differential fee to international students, the distribution of the income generated and the calculation of actual costs to recruit and educate international students are becoming more important at the institutional level when these fees are retained. About 19 percent of the respondents reported that an income sharing policy/model was in place and 21 percent indicated that a costing model was in place. It is interesting to note that about 16 percent of the responding institutions are in the process of developing both an income sharing and costing model – something lacking for the majority of the institutions. What are the implications? Does it mean that the income generated from international students is not enough to warrant the development of a cost/revenue sharing model? Does it correspond to the fact that most institutions reported that income generation from international students is not the top reason for recruitment?

Table 6b) Costing/income sharing models

	No (%)	Yes (%)	Currently being developed (%)
Costing model in place (N=57)	63.2	21.1	15.8
Income sharing model in place (N=61)	66.1	18.6	15.3

Or does it demonstrate the early stage of development of most institutions regarding the organizational issues related to the recruitment of international students?

6.7 Support services

There appears to be a changing landscape across the country in terms of the way universities are organizing the recruitment, support services, and social/cultural activities for international students. This observation is supported by the number of respondents who indicated that there was a recent change in organizational structures or procedures for both recruiting and supporting international students. Some respondents also indicated that an unexpected outcome was awareness of how inadequate their services were due to the unanticipated demand and need for this type of support by international students.

Forty-six percent of the respondents indicated that the same unit was responsible for both the recruitment and support services for international students and the other 54 percent indicated that they were delivered by different units.

Recruitment and admission strategies are becoming more important as the interest and competition for international students increases. The same is true for support services for international students.

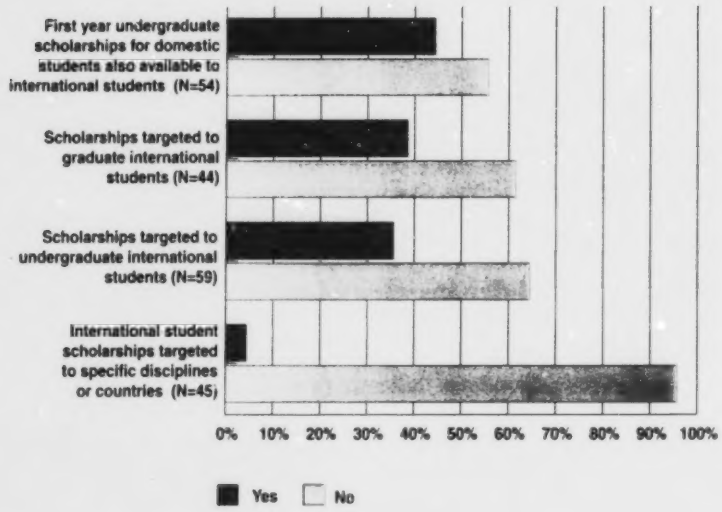
Survey respondents were asked if the support services for international students were integrated or separate from the support services available to domestic students. Of the 54 respondents who answered this question, half indicated that international student services were integrated with the unit responsible for domestic students; 32 percent indicated they were separate; and another 18 percent reported that some services were separate and some integrated. These findings warrant further scrutiny as there is clearly a mixed reaction as to the preferred way to best meet the needs of international students.

Respondents were asked to list services offered by their institution to international students. The most frequently mentioned services were an orientation program on arrival and ongoing counseling and non-academic support on matters related to housing, health, finances, and visa issues. Academic advising or academic support (e.g., study skills, ESL/FSL, math or computer training) were not as prevalent as personal and cross-cultural type counseling.

6.8 Scholarships

Scholarships provided by universities for international students are becoming increasingly important as the number of government or privately sponsored scholarships are not keeping pace with the increasing number of international students interested in studying in Canada. However, only 36 percent of respondents indicated that their university offered scholarships especially targeted to undergraduate international students. At the graduate level, the percentage of institutions providing scholarships remained relatively low at 39 percent. It is important to note that the number of respondents to the graduate scholarship question dropped to 44 as not all institutions offer graduate-level education. However, as Figure 6f shows, the percentage stayed relatively the same regardless of the level of education.

Figure 6f) Scholarships for international students


First year undergraduate scholarships for domestic students also available to international students (N=54)
Scholarships targeted to graduate international students (N=44)
Scholarships targeted to undergraduate international students (N=59)
International student scholarships targeted to specific disciplines or countries (N=45)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Yes
No

Accessibility to scholarships increases, though, when one considers that first-year undergraduate scholarships that are available to domestic students are also often available to international students. About 44 percent of the respondents indicated that this is the case. On the other hand, only four percent of the responding institutions reported that they had scholarships targeted to specific countries or regions of the world or disciplines.

Comments supporting the quantitative data did indicate, however, that both scholarships and bursaries are receiving increased attention by the institutions. For example:

- "A priority of new capital fund raising campaign to be launched publicly in 2001 is to create renewable undergraduate scholarships for international students";
- "Consideration is being given to more need-based financial assistance for international students in recognition of the higher financial need selected international students have compared with domestic students who face significantly lower tuition fees";
- "Entrance scholarships are not available to international visa students, however, bursaries are available on a competitive basis once the student has been admitted".

6.10 Quality assurance

Institutions were asked if they take specific measures to assess and assure the quality of the recruitment strategies, admission procedures, academic performance or support services for international students. Fifty-four percent of the respondents answered yes to this question. Thus, there seems to be a perception among the respondents that quality assurance measures are in place. However, the comments raise serious questions about the understanding and the extent of the quality assessment and assurance measures. Under the section of what quality assurance measures are being used, there were many respondents who replied with a statement that reiterated the importance of quality (e.g., "for admissions, support services, academic performance and recruitment strategies our university regulations require quality assurance"). Others identified rather informal and ad hoc approaches to quality assurance.

The narrative comments from respondents also indicate that focus groups, student surveys and statistical analysis are used to assess the recruitment strategies and admission procedures for international students but the measures taken to assess and assure the quality of student services and academic performance are more elusive and challenging. The following are examples of comments received:

- "We monitor the numbers of student inquiries, applications, eligibilities, and registrations by the student's country of origin as well as their progression and retention rates. We have not yet determined how to monitor the quality of our student services";
- "Students are given forms to evaluate our admissions and support services";
- "We are beginning to track what recruitment strategies encouraged students to apply to the university";
- "Surveys on the effectiveness, not so much the quality, of recruitment strategies";
- "Focus groups on expectations versus satisfaction";
- "Ongoing research on academic credentials";
- "We track applicants in relation to publication distribution, fair attendance, applicant response cards, Web hits. Soon we will start tracking retention rates of international students".

The question of quality assessment and assurance on all aspects of international student participation in Canadian universities would benefit from further investigation. However, there does seem to be a strong interest in this area and several institutions are trying to develop and implement quality mechanisms.

6.11 International students in Canadian universities

This final section provides quantitative information on foreign students in Canadian universities, drawing on preliminary data from Statistics Canada and from the AUCC survey findings for categories of international students not tracked by Statistics Canada, namely ESL and FSL students, university preparation students and incoming exchange students at both levels.

Enrolment trends at national and provincial levels

As indicated in Figure 6g, in the last decade the overall number of international students in Canadian universities decreased from a peak of 37,034 in 1991-92 to 31,435 in 1995-96, before rebounding to 35,988 in 1998-99. This increase has mainly been at the undergraduate level, where international student numbers have risen by 24% percent since 1995-96.

Figure 6h presents the most recent data by province and shows that Quebec, British Columbia and Ontario together accounted for close to 80 percent of international students in 1998-99. These provinces have also had the most significant changes in enrolment over the last decade according to Statistics Canada, with Quebec and British Columbia seeing an increase of 44 percent and 49 percent respectively in foreign student numbers since 1990-91 and Ontario experiencing a 27 percent decrease in the same period. In other provinces, while there have been some fluctuations in the past decade, foreign student enrolment has remained relatively stable.

When 1998-99 data is considered as a percentage of total provincial student enrolment (Figure 6i), British Columbia had the highest proportion of international students, with 6.2 percent, followed by Quebec and Nova Scotia, with 5.7 percent and five percent respectively. Nationally, international students made up 4.3 percent of total university enrolment in 1998-99.

Regions/countries of origin and fields of study

As illustrated in Figure 6j, the most recent data shows that Asia was the region of origin for the largest proportion of international students in Canadian universities (38 percent), followed by Europe (25 percent) and North/Central America and the Caribbean with 17 percent (note that this region includes the United States, a country which represents 11 percent of foreign student enrolment in Canada overall). In 1998-99, the top five sender countries were China, especially the Hong Kong Special Administrative Region, France, Japan, and the United States. Together, these countries accounted for over 38 percent of all international students in Canada in 1998-99. Figure 6k provides the enrolment pattern of these five leading source countries over the past decade. While the number of students from the Hong Kong SAR has declined significantly, the number of students from France and the United States has been increasing for several years. Both countries now have approximately the same number of students in Canadian universities.

The main fields of study for international students in 1998-99 were social sciences, engineering and applied sciences, and mathematics and physical sciences. Within these fields, international students were attracted to programs in commerce, economics, computer science, and electrical engineering.

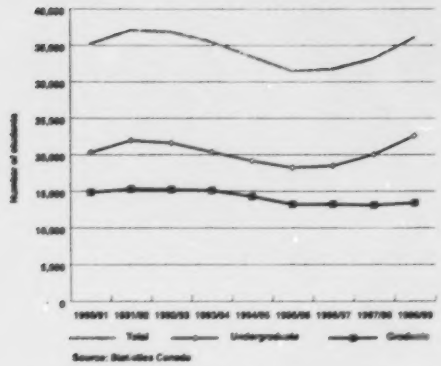


Figure 6g) International students in Canadian universities by level of study, 1990-91 to 1998-99

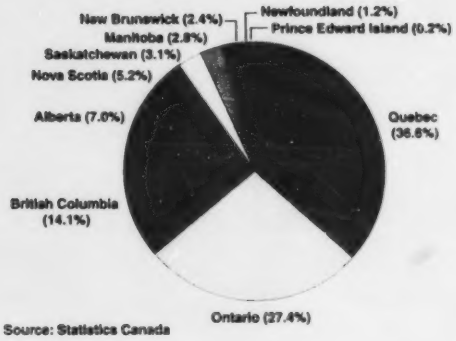


Figure 6h) International students (undergraduate and graduate) in Canadian universities by province, 1998-99

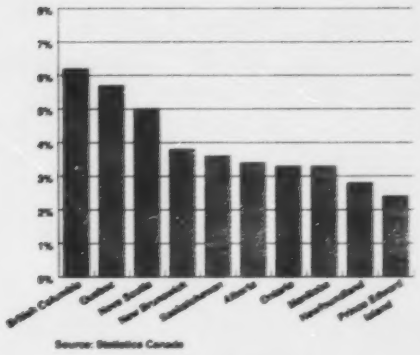


Figure 6i) International students (undergraduate and graduate) as a percentage of total provincial student enrolment, 1998-99

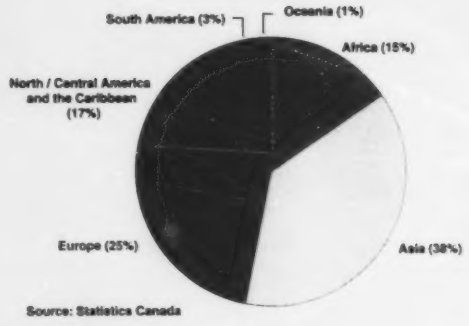


Figure 6j) Regions/countries of origin, 1998-99

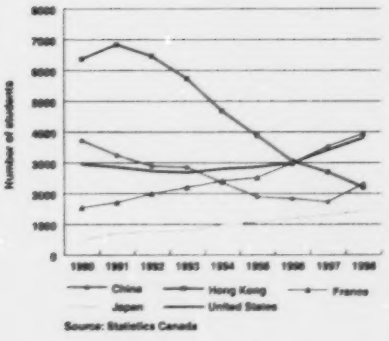


Figure 6k) Top five sender countries (undergraduate and graduate), 1990-91 to 1998-99

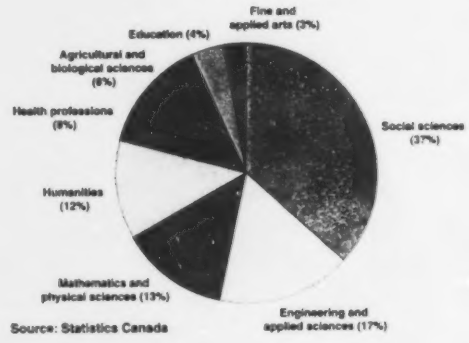


Figure 6l) Fields of study (undergraduate and graduate), 1998-99

Other categories of international students

AUCC survey respondents were asked to provide information on ESL, university preparation students, and exchange students. Respondents reported a large number of ESL students. Despite the fact that more than 20 percent of these students are registered in a single institution, ESL students appear to be spread out among a number of institutions: of the 26 institutions that reported having ESL students, five had over 1,000 students, nine had between 100 and 1,000 students, and 12 had under 100 students. As one would expect, FSL students are more concentrated in a few institutions: only seven institutions reported hosting 3,419 FSL students and one of these alone had more than one-third of all students.

Table 6c) ESL, FSL, university preparation and exchange students

	Number of institutions with one or more students	Maximum number of students per institution	Total number of students per category
ESL students (N=44)	26	2,508	11,675
FSL students (N=33)	7	1,270	3,419
University preparation students (N=37)	7	26	78
Undergraduate exchange students (N=48)	41	438	3,248
Graduate exchange students (N=37)	20	150	586

Respondents reported that there are very few international students taking university preparation courses at Canadian universities. This is not the case in other countries, especially Australia and New Zealand, where university preparation courses are often seen as a feeder system for students to follow into an undergraduate program. It will be interesting to monitor whether this category witnesses an increase in student numbers in Canada in the coming years.

Finally, in terms of student exchanges at the undergraduate level, respondents indicate that there are almost as many exchange students coming into Canada as there are going out for a study abroad experience (3,248 compared to the 3,530 indicated in section 4.9). At the graduate level, however, there seems to be more of an imbalance, with respondents reporting 233 fewer Canadian students going abroad than foreign graduate students coming in. As discussed in section 4.3, there are a number of barriers that may help account for this situation, but it is curious that this imbalance seems to appear only at the graduate level. It would be useful for any future survey to ask more specific questions about the barriers to study abroad by level of study.

Education and training programs delivered out of Canada

This section focuses on a rather new and growing interest of Canadian universities – the delivery of education and training programs outside of Canada. The programs/courses included in this category are typically described as offshore education and cover a variety of delivery modes which include distance education, franchised programs/courses, offshore campuses, twinning programs and others. It is mainly foreign students enrolled in these programs. This type of delivery takes the education and training to where the students reside instead of bringing the students to Canada. Given that this is a relatively recent phenomenon for Canadian universities, the 1993 AUCC survey did not explicitly address this matter.

7.1 Motivation

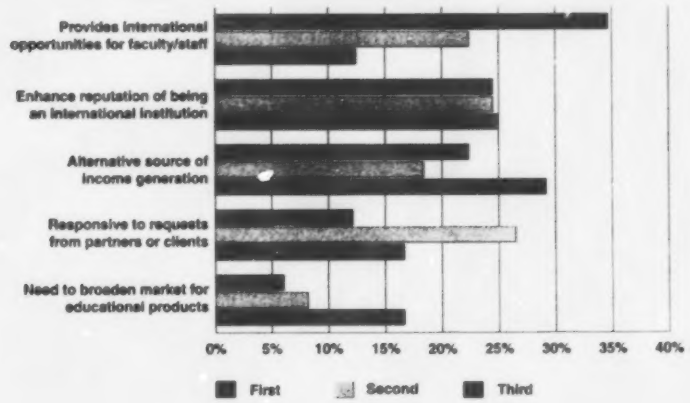
Survey recipients were asked to rank, from a list of five reasons, their rationale for delivering education and training programs outside of Canada. The three most important reasons identified were:

1) to provide international opportunities for faculty and staff;
2) to be responsive to requests from partners or clients;
3) to generate alternative sources of income.

It is most interesting and somewhat surprising to note that an alternative source of income generation was ranked as third in level of importance. This signals quite strongly that commercial motives do not seem to be driving the increased interest and growth in offshore education delivery.

Offshore education and training delivery is an interesting mix between seeking out opportunities and reacting to requests from partners and clients. The least important reason identified was the "need to broaden the market for education products" which an institution wants to export abroad. It is interesting to reflect on the implications. Canadian institutions do not appear at this stage to be very proactive or strategic in cultivating markets for specific educational products and services. This factor alone distinguishes Canada from Australia and the United Kingdom where institutions are more active in this area. It is an important observation, as well, with respect to DFAIT's role in promoting the export and trade potential of educational products and services.

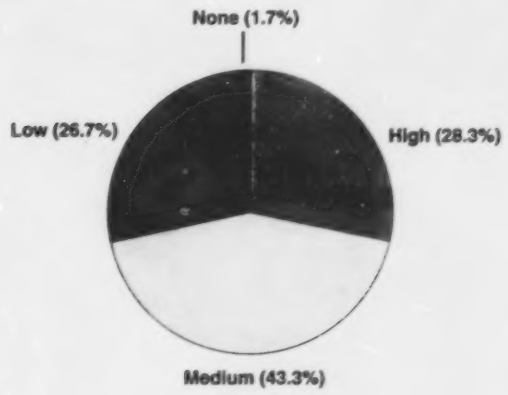
Figure 7a) Rationale for delivering programs abroad: level of importance (N=49)



7.2 Interest level of Canadian universities

Survey recipients were asked to rank their institution's level of interest in designing and delivering education courses and training programs for a non-Canadian market in the next five years. Only two percent indicated that they had no interest at all. The largest group (43 percent) indicated that they had a medium level of interest, while 27 percent reported a low level of interest and another 28 percent reported a high level of interest. It will be important to monitor any changes in interest level over the next five years.

Figure 7b) Level of interest in delivering programs in the next five years (N=60)



The 1993 survey did not cover this theme at all. Therefore, there is no opportunity to report on any changes or trends in interest level. Anecdotal evidence and opinion would indicate that there has been growing interest and action in delivering offshore programs during the past six years, but not at the accelerated pace that appears to be happening with universities in Australia and the United Kingdom.

7.3 Export of educational products and services

Only about 42 percent of the responding institutions indicated they were actively marketing and exporting education products and services to other countries. This could include consulting services, course ware, technical expertise, reference or course materials and databases. Within this group of institutions, about 29 percent described their level of activity as low; 62 percent described it as a medium level of activity; and only eight percent indicated a high level of activity. For those respondents who said their institution was not currently involved in exports, when asked about future level of interest, four percent reported that they would have no future interest, 50 percent indicated it would be low, 36 percent said it would be of medium interest, and 11 percent said that educational exports will be of high interest in the future.

The types of education products and services that institutions indicated they were interested in, and capable of marketing to other countries, include the following:

- joint consulting with foreign based firms;
- apprenticeship training;
- distance education courses, and degree programs including MBAs;
- training and skills development with the private sector;
- on line (Web-based) ESL training;
- twinning programs with colleges;
- customized training and technical expertise;
- case books, databases, course materials.

Offshore education delivery currently involves a wide variety of sectors:

- environment and resources management;
- retail management;
- marine science;
- nursing;
- human resource development and capacity building;
- Canadian studies;
- oil and gas;
- manufacturing technologies;
- private sector development;
- engineering;
- business and management.

The export of educational services and products is literally world wide. There was more frequent mention of Asia (China, including the Hong Kong SAR, Japan and Malaysia) the Caribbean, Francophone Africa and Latin America. Eastern Europe and the Middle East were also mentioned but not with the same frequency as the others already identified.

Respondents were asked to identify the kind of educational products and services that they would be interested in exporting in the future. There were only a few responses to this question, which is another reflection of the limited interest in this type of activity. The range of activities included the same type of products and services that are currently being exported: twinning programs, distance education, contract training, on-line courses, consultation, course ware, customized training courses, and undergraduate and graduate degrees.

7.4 Delivery and marketing of export programs

Respondents were asked to identify what types of unit/s are responsible for the delivery of exported education programs. The vast majority of the respondents indicated that it was the "home" academic department that had the primary responsibility, but in many cases it was done in collaboration with the continuing education/distance education unit or less frequently with the international office. The international office (without the home department) was identified as the second most frequently used office for offshore delivery, and the third was the continuing education department.

It is noteworthy that when the home academic department is taking the lead, it is more likely to cooperate with the continuing education or distance education unit. When not taking the lead, the international office is assuming responsibility more often than continuing education. The registrar's office, the international recruitment office and the president's office were other units mentioned as being responsible for offshore education.

When asked to identify which unit was responsible for the promotion of the offshore program and what marketing tools were used, the respondents provided a diversity of responses. On the whole, the unit responsible for providing the program was also involved in the promotion of it. The international office was often cited as helping with the promotion. A variety of marketing tools were used, and included general university materials and websites, as well as more targeted strategies, such as using a foreign partner to advertise, fairs, contact networks, targeted printed mail distribution and personal visits.

7.5 Quality assurance

Respondents were asked if their institutions reviewed the quality of the programs delivered outside of Canada. A relatively small number of institutions answered this question compared to other questions concerning export issues and practices. About 74 percent of the respondents reported that they assessed the quality of offshore programs, and of this group 62 percent indicated that they used the same measures as for domestic programs. Another 27 percent noted that they used specific measures for quality review, and about 12 percent said that they used a combination of existing and new measures.

When respondents were asked to describe the specific quality assessment measures that were used, it was very interesting to note that several referred to the CIDA evaluation framework. This indicates that CIDA-funded training projects are being included in this category of activity. On the whole, the specific measures which were identified were vague and generally included participant evaluations. Clearly, more investigation needs to be done on the actual evaluation and improvement mechanisms that are being implemented.

"Internationalization is a process by which institutions come to see themselves operating in a global market place, facilitating the movement of learning, learners and scholarship across borders."

- Survey respondent

It is important to note that the experience of British and Australian institutions, among others, suggests that there are special features and aspects of delivering programs offshore which require special attention and in some cases further investment of human and financial resources. These features also require that consideration be given to the ways and means of measuring the quality of the different aspects of the teaching/learning experience and the academic success of the students. The delivery mode, the curriculum, assessment, learner needs and the cultural context are but a few of the areas which may require special attention when monitoring and evaluating the quality of the educational experience. The respondents' comments did not seem to indicate that quality assurance measures particular to offshore delivery were being taken into consideration.

7.6 Import of education programs

With the rapidly growing export capacity of universities and private providers in Australia, the U.S.A. and the United Kingdom, Canada can be seen as a potential market for other exporting countries. The survey, therefore, asked whether Canadian institutions were currently importing education and training programs. Only about four percent of the respondents answered positively to this question, leaving the overwhelming majority of 96 percent not importing education and training programs from other countries.

7.7 Types and location of offshore programs

Respondents were asked how many education programs their institutions were delivering out of Canada. This was the first time for this data to be collected on a national scale. AUCC received a good response rate to the quantitative questions, although participants indicated that the survey had raised the question of needing more reliable and consistent approaches to collecting this type of information at the institutional level. Academic programs, where a degree or certificate/diploma is awarded, were differentiated from training programs which concentrated on professional development type activities and seminars.

7.8 Academic programs

Table 7a presents information on the number and type of academic programs being provided offshore by Canadian institutions. It is clear that distance education programs in general are the most popular form of offshore delivery. It is interesting to note that 134 independent learner distance education programs and 21 learner supported distance education programs are currently being offered by Canadian universities. Table 7b shows that these programs are being offered in more than 40 countries around the world and are concentrated in discipline areas such as information technology, business, education, environment and nursing. It appears that of the 21 learner supported distance education programs, about half are offered by one of the seven institutions engaged in this type of activity. Clearly, a large proportion of the total number of distance education programs are offered by a small number of institutions who have concentrated on this offshore delivery mode.

The second most frequently delivered offshore programs are those jointly developed and delivered by Canadian and local instructors. There are 50 programs being offered by 19 Canadian universities, primarily at the master's level and in business and science.

It is noteworthy that 13 universities are delivering a total of 32 offshore programs, primarily in business and management, using only Canadian instructors. Again, the data is slightly skewed by the fact that one of these 13 institutions is offering 10 of these programs.

Finally, respondents indicated that there are a total of 10 joint degree programs and 21 twinning programs being offered offshore. Joint degree programs are primarily at the graduate level in engineering and business, while twinning programs are both at the graduate and undergraduate levels, in business, engineering, and other disciplines.

Table 7a) Academic programs

Type of program	Number of institutions with one or more programs	Maximum number of programs per institution	Total number of programs
Distance education (N=48)	22	30	134
Combination of distance education programs and direct contact with students by Canadian instructors outside Canada (N=43)	7	10	21
Programs developed and delivered outside Canada by Canadian instructors (N=43)	13	10	32
Programs jointly developed and delivered outside Canada by Canadian and local instructors (N=44)	19	10	50
Twinning programs - Canadian programs delivered in cooperation with local institutions (N=44)	12	5	21
Joint degree programs (N=43)	8	3	10

Table 7b) Description of academic programs

Type of program	Destination country	Description of program
Distance education programs	Over 40 countries identified in five continents	• Primarily at the undergraduate and certificate level • Programs include business, education, nursing, information technology
Combination of distance education programs and direct contact with students by Canadian instructors outside Canada	Countries in Francophone Africa, Middle East, Central America, and South-East Asia mentioned most frequently	• Primarily diploma and master's degrees • Programs include information technology, environment, education, management
Programs developed and delivered outside Canada by Canadian instructors	Countries in North Africa, Latin America, and East Asia mentioned most frequently	• Primarily master's level • Programs include business and management
Programs jointly developed and delivered outside Canada by Canadian and local instructors	Countries in Francophone Africa, North Africa, East Asia, South Asia, and Latin America mentioned most frequently	• Primarily certificates • Programs include business and science
Twinning programs	Countries in East Asia mentioned most frequently	• Primarily university preparation, graduate and undergraduate • Programs include engineering, business, computing, early childhood education and religious studies
Joint degree programs	Egypt, France, Thailand, Mexico	• Mainly at the graduate level • Programs include engineering, business and social development

7.9 Training programs

Table 7c presents the information on the numbers and types of training programs being delivered offshore by Canadian universities. Overall, there are fewer training programs than academic programs. However, the range of disciplines covered in the training programs appears to be broader than for academic programs, as illustrated by the information presented in Table 7d.

It is interesting that the most popular mode for delivering offshore training programs is through programs developed and delivered by Canadian instructors only. However only six institutions are providing the 35 programs, and one institution alone is offering 20 of them.

The number of customized training programs is only slightly higher than distance education training programs and those which are jointly developed and delivered, but overall the number of institutions involved is very small. Clearly, offering training programs offshore is not a priority at this time for universities, or else the market is very limited.

Table 7c) Training programs

Type of program	Number of institutions with one or more programs	Maximum number of programs per institution	Total number of programs
Distance education training programs (N=43)	7	5	16
Training programs developed and delivered outside Canada by Canadian instructors only (N=40)	6	20	35
Training programs jointly developed and delivered outside Canada by Canadian and local instructors (N=39)	6	8	17
Customized training program for client outside Canada (N=35)	8	6	19

Table 7d) Description of training programs

Type of program	Destination country	Description of program
Distance education training programs	Countries in Africa, the Caribbean and East Asia mentioned most frequently	• Primarily certificates and seminars • Programs include farm management, municipal administration, quality assurance management, prairie horticulture
Training programs developed and delivered outside Canada by Canadian instructors only	Countries in Latin America and Europe mentioned most frequently	• Primarily seminars • Programs include rehabilitation and management of watersheds, teacher's professional development, technology, trade
Training programs jointly developed and delivered outside Canada by Canadian and local instructors	Countries in Latin America and East Asia mentioned most frequently	• Programs include multimedia design, mine maintenance training, professional development for nurses, rehabilitation training for war victims, social forestry
Customized training program for client outside Canada	Countries in Latin America and East Asia mentioned most frequently	• Programs include finance, fisheries, teacher training, training of trainers

Issues and challenges at the institutional and sectoral levels

This section reports on the issues that respondents felt were challenging and changing the internationalization of their institution and the higher education sector in general. The respondents identified and described the challenges in their own words; they did not rank a prescribed set of issues. Therefore, these comments should be interpreted as important indicators of the current obstacles and facilitators affecting the process of internationalization.

The respondents wrote passionately about the issues, and their opinions speak for themselves. The respondents' comments were grouped by themes and a frequency measure was taken in order to show the relative weighting of the major topics identified.

8.1 Thematic categories of issues and challenges

The separation of the institutional and sectoral level issues is done in table format in order to show relative importance as determined by how many times the theme was mentioned. The discussion below combines the institutional and sectoral issues because there are important links between the two levels.

Table 8a) Issues and challenges at institutional level (N=66)

Thematic categories	Frequency
Financial viability, rising costs, decreasing support, competing priorities	38
International students	23
Organizational factors	21
Perception of internationalization -importance, rationale, nature, support	17
Mobility for students and faculty*	10
Curriculum development and language*	9
Research support*	8
International development work	5
Professorate and faculty related	4
Technology*	3

*Includes sector level comments

Table 8b) Issues and challenges at sectoral level (N=58)

Thematic categories	Frequency
Importance, justification, support for internationalization, balance between academic and commercial interests	22
National level strategy and coordination among government departments and cooperation among NGOs	20
Financial and human resources	15
Canada's profile and competitiveness*	12
International students	12
Visa and immigration	5

*Includes institutional level comments

8.2 Financial resources and viability

There is no doubt that the majority of respondents believes the most pressing issue, at both the institutional and sectoral level, is related to financial resources for internationalization initiatives. The most frequently cited issues related to a lack of funds for specific initiatives (study abroad was mentioned most often), and for maintaining financial viability of overall internationalization efforts.

The following quotes from individual respondents give an idea of the way financial resources were referred to as a key challenge at the institutional and sectoral level:

- "It is costly to embrace full service response to our international strategy, including curriculum development, students' support and marketing activities";
- "We still do not have significant financial and human resources to internationalize";
- "We need money for development projects";
- "Sustainability of our internationalization efforts when there are scarce resources (and competing priorities)";
- "We need financial support for internal infrastructure to support internationalization";
- "We need to balance issues of development projects, money making enterprises on the one hand, with the need to assist our students/faculties and international students regardless of funding availability".

8.3 International students

Respondents identified issues about international students as being important for the institutions and for the higher education sector. High tuition fees, loss of scholarship/bursary support and lack of support from provincial governments were recurring themes throughout the respondents' comments at both levels. Public perception, integration of international students into campus life and recruitment approaches were other issues identified and illustrated by the following quotes:

- "High foreign fees make it difficult to compete for international grad students";
- "Loss of scholarship/bursary support for students from developing countries";
- "Inability of higher education sector to recruit international students in a systematic and coordinated manner";
- "Need to avoid negative public reaction to increased numbers of international students";
- "Setting policies, procedures and infrastructure for attracting international students";
- "How to keep students from developing countries at Canadian universities";
- "Increase capacity for enrolment in courses preferred by international students"; and
- "Convincing provincial governments of the importance of attracting international students".

8.4 Perception and understanding of internationalization

Respondents provided interesting commentary on the way in which internationalization is understood/misunderstood by different stakeholder groups both internal and external to the university. It was striking to see the number and nature of comments about the need to increase awareness and support for internationalization and correct misunderstandings. The following comments from the respondents give an idea of the scope of the challenge at the institutional level:

- "Our institution is struggling with the nature and scope of internationalization in general. There are varying views regarding the sorts of activities that should be included in such an initiative";
- "Need to increase faculty and student awareness of the importance of internationalization and the international agenda. We need a broad base of support";
- "There is a perception that there is not enough time to put into internationalization. It takes considerable effort and time to sensitize faculty to include the international dimension into teaching and research";
- "With the baby boom echo, the domestic student applications will increase and the urgency to recruit international students for dollars will wane, and then institutional commitment to internationalization may weaken";
- "To ensure that our faculty and students accurately perceive the potential and the limits of international activity".

"Internationalization is the process of challenging students and faculty to think outside the bounds of narrow prejudices so that they might see themselves as citizens of the world with the responsibility to understand other points of view and to solve problems from a global perspective."
- Survey respondent

Respondents said that other sectors beyond universities, including government departments, need to understand the importance of internationalization and finding the right balance of rationales:

- "Finding the balance between academic and commercial aspects of internationalization";
- "Limited appreciation of breadth and scope of genuine internationalization by federal government departments";
- "Lack of recognition by provincial and federal leaders of the long term economic importance of internationalization of higher education in Canada";
- "Using income generation as the justification, but the real issues are teaching, research and public service"; and
- "Public funding, moral support and financial support of international activities".

8.5 Organizational factors

Organizational factors constituted another key theme regarding the challenges and issues facing the institution. The comments on organizational challenges support the general findings reported in chapter 3 of the report. The majority of the comments focused on the need to "focus internationalization", "consolidate activities" and "be strategic instead of jumping at every opportunity". This reflects both the stage of evolution of internationalization at Canadian universities and the threat of being paralyzed in the face of so many opportunities around the world.

A key message is that institutions need to be strategic and proactive about international opportunities – not reactive. The following quotes further illustrate the types of challenges referred to in the category of organizational factors:

- "Defining an international strategy (comprehensive) which is appropriate for our mission and achievable within the limits of our resources available for these purposes";
- "Restructuring of international office";
- "Need convergence of interests of students, faculty and management";
- "Changing our organizational culture to support internationalization";
- "Need for internal grass roots administrative restructuring to support internationalization".

8.6 National level of awareness, support and coordination

It was revealing that respondents feel as strongly as they do about the lack of federal awareness, support and coordination on internationalization issues and activities. The key message appears to be a lack of a national strategy and the need for greater cooperation among the federal government departments and among the non-governmental organizations:

- "Federal awareness and support of issues";
- "Lack of federal expertise in this area";
- "Lack of national internationalization strategy";
- "Working cooperatively not competitively with other education providers";
- "Too many players (AUCC, CBIE, CECN, ACCC, WUSC) seeking success for their own membership/clientele. Thus, evident need for one voice and a coherent strategy for promotion of Canadian higher education abroad";
- "Stronger advocacy to provincial and federal governments re: importance and support for internationalization".

8.7 Profile and competitiveness of Canada

A number of respondents were very concerned about Canada's international profile and perceived lack of competitiveness in relation to the export of educational products and services. The general orientation of the comments was that Canada is not positioning itself well enough on the international scene. This results in lost opportunities for Canada to be better known and more involved in the provision of international education. The following comments illustrate the respondents' perspectives on this issue:

- "Finding a focus across institutions that creates a profile of Canadian higher education in relation to specific areas of expertise";
- "Recognizing the opportunity and responding to it – Canada could be a much bigger player in the area of internationalization";
- "Working cooperatively, not competitively, with other education providers";
- "Positioning Canada competitively in terms of educational programs delivery";

- "Canada is still less well-known than it might be as a source of knowledge and expertise. We need to do more to make our qualities better known and appreciated";
- "Increased competition both within Canada and with other nations."

8.8 Academic mobility, curriculum, research and international development

At the institutional level, it is interesting that issues and challenges relating to mobility for students and faculty and internationalizing the curriculum were identified more frequently than those concerned with research and international development. The lack of financial support, however, was cited most often as the major concern in these four areas. Several comments are included to give a sense of the issues which respondents raised relating to mobility, curriculum, research and development work:

- "Integration of the international element into the print curriculum";
- "Huge development problem at the instructional (instructors) level";
- "Language is a barrier both ways – ESL for incoming students and second language for outgoing students";
- "Funding for student and staff mobility";
- "Full costs of research in international venue are not recoverable in most programs including institutional overheads";
- "Insufficient Canadian funding programs for international research and development studies";
- "Need money for development projects - CIDA/IDRC budgets need to increase";
- "High up-front investments for IFI (development bank) projects";
- "Increasing difficulty in discerning bilateral activity at CIDA and getting started with World Bank".

8.9 Other issues and challenges

A minor theme, but an interesting one, relates to the professorate. There were several comments which touched on the fact that due to faculty demographics, there would be many professors leaving who had international experiences and reputation. It takes time for new faculty to develop this international expertise and it is especially difficult when international accomplishments and expertise are not appreciated or taken into account for promotion or tenure.

The important challenge related to technology was captured by one respondent who commented on the need to "harness new technologies in the service of internationally oriented teaching and research programs". Others commented on the challenge of making full use of the new technologies for distance education and offshore program delivery.

A final comment on the issues and challenges identified by respondents. It is interesting to compare them to the impacts and outcomes which were discussed in section 2.3. Organizational structures, Canadian student mobility and international students were the three most frequently mentioned outcomes of internationalization. These same three themes also surfaced as issues and challenges

(although it is the funding of Canadian student study abroad which is seen as the primary challenge for academic mobility). These themes, then, are where there seems to be the most activity, the greatest impact and the most pressing challenges. This finding can have important implications for the advocacy work which respondents identify as being critical if the full potential of internationalization is to be reached at Canadian universities.

Cross-cutting themes

Up to this point, the findings have been presented and analyzed according to a particular thematic area. These areas have corresponded to the subjects of the six questionnaires. The purpose of this chapter is to look at recurring topics which seem to cut across the different aspects of internationalization. It is challenging to appropriately label these themes. At times they are best described as "macro" themes; others seem to be more "interwoven" themes. Finally the adjective "cross-cutting" was chosen since these issues are embedded in many aspects of internationalization.

9.1 Rationale

It is always intriguing to learn why institutions are actively involved in the process of internationalization. There is a diversity of rationales which drive and motivate institutions to engage in certain international activities. Secondly, rationales do not always appear to be directly linked or substantiated by the actual objectives, resources and outcomes of the activities. Sometimes they are more implicit than explicit rationales, and at other times they are more rhetoric than reality. Finally, the way institutions rank rationales seems to be shifting and as a result, there are significant changes in the way institutions are approaching the international dimension of higher education.

Table 9a) Comparison of rationales

Internationalization element	Three most important reasons
Process of internationalization	1) Prepare graduates who are internationally knowledgeable and interculturally competent 2) Address through scholarship the increasingly interdependent nature of the world 3) Generate additional sources of income for institutional use
Canadian students studying outside of Canada	1) Develop intercultural awareness and skills 2) Strengthen international understanding and perspective on global issues 3) Increase job-related skills and marketability
International students at Canadian institutions	1) Integrate domestic and international students in and out of the classroom 2) Increase institution's profile and contacts in target recruitment countries 3) Generate income for the institution
Education and training programs delivered out of Canada	1) Provide international opportunities for faculty and staff 2) Responsive to requests from partners or clients 3) Alternative source of income generation

Table 9a presents a summary of the three most important reasons that respondents identified for different aspects of internationalization.

Interestingly, the third most important reason for three of the above categories is related to income generation. Other countries rate revenue as the first objective. They use internationalization primarily for commercial purposes rather than for academic, social/cultural or even political reasons. Canada distinguishes itself for its universities making this the third reason; however, it raises the question if this is an emerging trend. Would income generation have even rated this high five-to-ten years ago? And where will it be rated in five years?

In respondents' discussion of challenges, the issue of balancing academic and commercial rationales was raised several times. One respondent commented that a major challenge is "balancing issues of development projects and money making enterprises on the one hand, and the need to assist our students/faculty and international students". Another suggested that people are "using income generation as the justification but the real issues are teaching, research and public service".

9.2 Level of interest

Another theme which appeared in several questionnaires was the level of interest demonstrated within an institution for internationalization in general or for a specific international activity. Table 9b presents a summary of the information on interest/priority levels.

Table 9b) Level of interest or priority

Element	Medium level of priority/interest percentage	High level of priority/interest percentage	Combined percentage
Priority given to internationalization (N=71)			
Senior leaders	35	59	94
Faculty members	71	12	83
Researchers	50	29	79
Students	53	17	70
Staff	42	8	50
Canadian students studying outside of Canada (N=57)	42	47	89
Education and training programs delivered out of Canada (N=56)	43	28	71

The overall impression is one of medium/high interest level in internationalization among different stakeholder groups within an institution. Respondents' narrative comments supported this in general but did express concern about misunderstandings and the need for further support by faculty members.

It is particularly interesting to note the respondents' comments about the federal government's underestimation of the importance and impact of internationalization. More specifically, a lack of awareness and support on the part of government was seen to contribute to the low number of opportunities for Canadian students to study abroad. Thus it appears that the institutional level of interest and priority given to the international dimension is not matched by governments' perceived level of support and awareness.

9.3 Quality assurance

Questions relating to quality assurance were deliberately included in several of the questionnaires as there is a dearth of any information on this aspect. At this point in time, there does not seem to be any concern expressed about the quality of our education at home or abroad, but the experience of other countries would suggest that this is an area where diligence is required and it is critical that the quality of our offshore programs reinforce Canada's excellent reputation for academic integrity.

Other countries which are actively involved in recruiting international students and exporting programs offshore are placing increasing emphasis on quality assurance. There are several reasons for this increased interest. In many cases, there

Table 9c) Existence of quality assurance systems by activity

Activity	Yes (%)	No (%)
Canadian students studying outside of Canada (N=55)	65.5	34.5
International students at Canadian institutions (N=59)	54.2	45.8
Education and training programs delivered outside of Canada (N=37)	73.8	26.2

is a genuine concern about ensuring that the needs of the student are met; however, there is a perception that in other countries associations of quality are used for marketing purposes.

At first glance, the results as presented in Table 9c look promising and seem to indicate that Canadian institutions are conscientiously monitoring and assuring the quality of their international initiatives.

However, further research and analysis needs to be done because when respondents were asked to describe the specific measures they were taking to address the international nature of the activity, very few examples were given. Why? The first impression is that tracking measures used for Canadian programs delivered offshore or for Canadian students studying abroad are the ones already in place for domestic based programs and students. If this is the case, further investigation is needed. There are issues particular to offshore delivery or study abroad, to name only two types of international activities, which would not be necessarily addressed when evaluating home-based programs.

Finally, the rather low number of institutions which have systems for monitoring the quality of international students' academic experience merits further exploration. The academic success rate and the perceived academic integrity of Canada's programs are the real indicators of how successful Canada has been in attracting and educating international students, not the mere number of enrolments.

9.4 Language skills and foreign language teaching/learning

Language skills and foreign language teaching/training were other themes which appeared throughout the whole survey. Respondents reported that the fourth most important reason for Canadian students to participate in academic mobility programs was to gain or enhance their language skills. The lack of language skills was identified as the third most important barrier to study abroad.

An interesting dilemma exists here as students need a certain level of language skill before they can really get full benefit from a study abroad experience in non-English/French speaking countries. Yet how many students are actually choosing to study languages? Clearly fewer universities (only 12 percent of respondents) now require students to have a second language for an undergraduate degree. More information is needed on the number of students learning a foreign language, their reasons and what institutions are doing to respond to students interested in studying languages as an elective or minor.

Another finding indicates that language acquisition, although desirable, is not seen as one of the more important benefits of internationalization. Is this a chicken-and-egg situation? Clearly the survey raises more questions about language teaching and training than it answers. Given the importance of language skills in the recent research on desired competencies of new graduates this is an issue which merits further consideration.

9.5 Canadian students abroad

Compared to the 1993 AUCC survey, there was more importance given to the theme of academic mobility for Canadian students in the 1999 AUCC survey. For example, respondents indicated that the second most important outcome of internationalization endeavours during the last six years has been an increased focus on study abroad. While the participation numbers are still low overall (about .9 percent of-full time undergraduate and graduate students), respondents mentioned increased recognition of the importance of study abroad by both faculty and students themselves, as well as an increased number of opportunities for study abroad and higher participation rates.

On the other hand, awareness and recognition were not seen to be enough. Lack of funds was cited as the number one barrier for study abroad in spite of the fact that 62 percent of the responding institutions provide some level of support for students' non-tuition related expenses. The number one challenge at the institutional level was identified as financial resources. The most frequently mentioned example was the lack of adequate funding by governments and the institutions for study abroad experiences. Clearly, opportunities for students to study outside of Canada is a key internationalization issue at the institutional level and efforts need to continue to make it an agenda item with governments and the private sector.

"A university by definition is open to the world of ideas. By definition we should be thinking globally and be open to international exchanges of ideas, people, technology. We should have global curricula and a world well represented within our campuses as well as through outreach both to aid developing countries and to collaborate with scholars in the developed world."
- Survey respondent

9.6 Enigmas and overall impressions

There are always contradictions and unknown factors when analyzing the issues that are interwoven throughout respondents' comments. One such puzzle is the question of financing internationalization. Respondents consider financial viability and resources as the most important challenge to the institution's internationalization. Lack of funding from governments was identified as a key issue as well. However, there were not as many references to financial problems in other responses, as one might have expected, given the apparent critical nature of the issue.

On the other hand, findings from Questionnaire 4 on the curriculum seemed to indicate that there was a rather low-to-medium level of interest, activity and support for internationalizing the teaching/learning process and the curriculum. Yet when respondents were asked to comment on the challenges and the impact of internationalization, the issue of the curriculum was surprisingly evident, certainly cited as an issue more often than in the 1993 AUCC survey.

International development projects had a relatively low profile in respondents' comments on outcomes, benefits and issues. This is rather puzzling and needs to be addressed. As explained in Chapter 1 it was decided to not include questionnaires on international development activities even though it is a strong contributor to internationalization. The decision was based on two factors:

- that AUCC already had secondary data available in the CUPID database;
- the desire to not overwhelm institutions with the numbers of questions to be answered.

Perhaps the absence of explicit questions influenced the responses and resulted in fewer references to international development work. It was somewhat surprising nevertheless, that given the important role that development projects have played

in the history of international work of universities, that there were very few outcome or impact statements made about it.

Organizational factors, such as the development of strategic plans, the creation of new senior positions and the establishment of new centres, appeared as another cross-cutting theme. Organizational structures and processes which stimulated, enabled and monitored internationalization initiatives were identified as important outcomes of internationalization during the past six years. They were also acknowledged as a continuing challenge for institutions. This theme, maybe more than any other of the themes, portrays the evolution of internationalization at Canadian universities. Efforts are being made to put the right systems and structures in place to support and sustain the task of integrating an international dimension into the primary functions of a higher education institution.

Key messages for the internationalization of the Canadian higher education sector

If one takes an overall look at the information on particular aspects of internationalization presented in preceding chapters, a number of key messages emerge from the 1999 AUCC survey. The purpose of this final section is to examine these messages and reflect on how they contribute to the progress to date and to the challenges that lie ahead for the higher education sector in Canada. It is fully recognized that additional insights may emerge for the reader of this report. It is therefore important to acknowledge that the themes addressed in the following sections are not exclusive or exhaustive; rather, these are the issues that stood out when reviewing the findings.

1.0 Focus on students

A clear message gleaned from the findings is that students are a primary focus of Canada's approach to internationalizing higher education. The fact that students are central to the rationale, benefits and activities of internationalization is illustrated by the following findings:

- the most important rationale for internationalization is to prepare students who are internationally knowledgeable and interculturally competent: 73 percent of the respondents chose this as the number one rationale and another 17 percent identified it as second or third in level of importance;
- increased focus on the participation of Canadian students in academic mobility opportunities such as study abroad, work placement or internships, field research or study tours, or involvement in development projects is the second most frequently mentioned outcome of internationalization;
- the primary benefits to students have been a broadened and more tolerant view of the world and enhanced job opportunities in the global marketplace;
- ninety percent of the responding institutions reported a medium or high level of interest in providing international experiences abroad for Canadian students.

Other survey findings indicate there are major implications and challenges facing institutions in their effort to focus on students, especially with regards to internationalizing the teaching/learning process and to providing study abroad opportunities:

- while 62 percent of the institutions provide some level of funding for non-tuition expenses to support student academic mobility, the lack of funds was identified as the single most important barrier to study abroad;
- only 15 percent of the institutions reported that a process to review and monitor the international dimension of the curriculum was in place;

- the need to convince the federal government of the importance of academic mobility for Canadian students and to gain financial support was identified as a pressing national issue and challenge.

2.0 A strategic approach at the institutional level

The survey findings reveal a rather promising picture of a maturing internationalization process at Canadian degree-granting institutions. It is especially interesting to see the evolution of institutions along a continuum from awareness, to commitment, to implementation and, increasingly, to institution-wide integration of the international dimension. Internationalization has moved from an ad hoc orientation to more of a strategic approach during the past six years. A comparison of the 1993 and 1999 AUCC survey results show:

- a growing number of institutions which have integrated internationalization into university-wide strategic plans or long-term planning documents (84 percent in 1999 compared to 67 percent in 1993);
- during the past six years the priority given to organizational factors has moved from a focus on the support of the board of governors to integration of internationalization into the overall strategy of the university. A strong interest of faculty and expressed commitment by senior administrators continue to be key factors;
- in 1999, 36 percent had an institution-wide internationalization plan in place and another 43 percent indicated it was in the process of being developed. This plan is directly linked to the university-wide strategic document;
- the most frequently mentioned impact of internationalization at the institutional level is the development of new organizational structures and policies to stimulate, support and monitor the increasing interest in international opportunities for Canadian students/faculty and the arrival of more international students;
- an increase in the priority that senior leaders give to internationalization over the past six years (94 percent give medium or high level of priority to internationalization in 1999 compared to 82 percent in 1993).

While the key message is one of progress, there are still hurdles to overcome. Respondents' comments were pointed and convincing about the fact that:

- institutions need to take a proactive and strategic stance with respect to the wealth of opportunities for international initiatives and partnerships;
- the financial viability of internationalization initiatives is at risk due to the resources that are needed for other important and competing priorities; and
- new and different types of strategic partnerships, both local and international, are necessary but they need to be carefully assessed to obtain the expected return on the time, effort and resources invested.

3.0 The academic backbone of internationalization

A consistent and clear message from the survey is that the backbone of internationalization consists of academic rationales, activities and outcomes as opposed to economic or politically driven motivations and strategies. The results of the survey show that:

- academic rationales such as the preparation of students, scholarship for the interdependent nature of the world, and the international nature of knowledge systems are consistently given more importance than motives related to income generation and the export of Canadian educational products and services;
- the number one rationale identified for the recruitment of international students is to integrate domestic and international students in and out of the classroom. This relates to the internationalization of the teaching and learning process and the desire to have a more internationalized campus;
- the most important benefit of internationalization for faculty members is increased opportunities and networks for scholarly activities;
- in the past six years internationalization has had the greatest impact on awareness about Canadian student mobility, international students, academic programs/curriculum and the organizational policies, processes and structures to enable internationalization;
- opportunities for Canadian students to study abroad was the issue of primary interest and concern in the respondents' comments.

There are other findings which can be seen to contradict this view and which deserve further attention:

- there is a steady and marked decline in the number of institutions requiring knowledge of a second language for first degree graduation (12 percent in 1999, 16 percent in 1993, 35 percent in 1991);
- while academic rationales continue to have prominence, the need/desire to generate income has become more important during the last six years. An appropriate balance between academic and commercial rationales needs to be achieved and maintained;
- faculty are seen to give importance to internationalization but are not perceived as being actively involved.

4.0 Involvement and support of faculty members

The survey findings reinforce that faculty members are key to the successful integration of an international/intercultural dimension into teaching/learning, research and community service. The involvement and support of faculty is essential for moving ahead on internationalization initiatives. The findings show that:

- one of the three most important organizational factors to further internationalization was identified as a strong interest level among faculty and staff;
- faculty members are perceived to give a medium level of priority to internationalization (71 percent at the medium level and 12 percent at high level);

- institutions report that they are actively supporting professional development initiatives for faculty and staff;
- faculty involvement is seen as essential to help prepare graduates who are knowledgeable about international affairs and competent in intercultural relationships.

Despite these findings, there are major challenges ahead to stimulate, integrate and recognize faculty contributions:

- human resource policies are not being used as a mechanism to formalize and recognize the achievements and expertise of faculty members related to the internationalization of teaching/learning, research and community service. Only 21 percent of the responding institutions refer to international and intercultural achievements and expertise in regular performance reviews, 19 percent in promotion procedures and 14 percent in tenure procedures;
- thirty-eight percent of respondents reported that (when appropriate) international or intercultural expertise is referred to when hiring new faculty;
- overall there appears to be a low level of interest and activity by faculty members to internationalize the curriculum and teaching/learning process.

5.0 Balance of academic and commercial rationales and benefits

The findings of the survey indicate that there is still a significant amount of work to be done to articulate the importance of, and justification for, internationalizing Canada's higher education sector. There is growing confusion about the relationship between: the international dimension of the teaching/learning process, research and community service and the international marketing and export of higher education. Clarification is needed about the differences and connections between these two types of activities and the potential for mutual benefits and synergies between them. The comments of survey respondents show that:

- interestingly enough, respondents report that the confusion about the appropriate relationship and balance between academic and economic aspects of internationalization exists both within the university and within other stakeholder groups such as governments;
- the short-term benefits of income generation need to be balanced with the long-term benefits of investing in Canada's human resources and our technological, scientific and cultural capacity;
- more effort needs to be invested in educating the public, the government, private sector and the education community itself on the importance and benefits of internationalizing the higher education sector as a response to the impact of globalization;
- a note of caution was discernible in the respondents' comments with respect to a potential backlash by Canadians due to the increasing numbers of international students, the approach to international education becoming dominated by commercial motives, a possible conflict between local and global priorities, as well as the challenge of maintaining mutually beneficial relations with developing countries.

F2

6.0 National recognition and coordination

A definite message about the role and support of government emerged from the respondents' comments on the issues and challenges facing internationalization in the next five years. The prevalent opinion is that a national level framework is essential to further the international dimension of teaching and research in universities and enhance the profile of Canada's higher education sector around the world. The findings showed that:

- institutions are frustrated by what they perceive as a lack of national coordination and strategy to support the internationalization of higher education. The frustration stems from a sense that federal and provincial governments are not aware of the importance of investments in academic mobility programs, ODA projects, research initiatives and new partnerships for the long-term intellectual, economic, scientific and technological capacity of Canada in a knowledge society and economy;
- greater cooperation among the national non-governmental groups was called for in order to have a stronger advocacy role with government and industry;
- the lack of a strong international profile for Canada's education and training expertise and capacity was identified as another challenge that the federal government needed to act on, particularly in light of increasing competition from other countries.

"Without internationalization, we are third rate, and do a disservice to our students, Canada and the world."

- Survey respondent

7.0 Emerging issues and trends

Based on the survey responses, there seem to be a number of additional issues and emerging trends that merit monitoring in the future:

- the involvement and impact of universities in international development initiatives as opposed to market-driven education opportunities;
- the impact of new learning and communication technologies to internationalize the teaching/learning process and/or deliver education and training at a distance;
- a recognition that more information and data need to be collected at the institutional and national level in order for all stakeholders in higher education to be better informed and support internationalization initiatives;
- the emergence of offshore education provision (twinning programs, satellite campuses, franchised partners, etc.) as a possible alternative to recruiting international students to home campuses;
- the implications of an increasing emphasis on an outcomes approach to education and the link between internationalization and desirable attributes/competencies of university graduates;
- a growing interest in the development of intercultural skills and understanding to deal effectively with domestic cultural diversity, as well as for international relationships.

8.0 A look back from the future

The AUCC 2000 report has provided a significant amount of data on the current state of internationalization at Canadian universities which can be used by individual institutions to assess the strengths of their own efforts, as well as to identify areas needing further attention. Just as importantly, however, the report has tried to highlight major tendencies evident overall so that the university community and policy makers at all levels can better judge the progress made in internationalization during the 1980s and 1990s and, of course, take informed decisions about future directions. In particular, the analysis has shown that the distinguishing features of the current stage in internationalization's evolution are as follows:

- students are increasingly the focus for internationalization efforts;
- movement from an ad hoc to a strategic approach to internationalization is evident at the institutional level;
- academic rationales, activities and outcomes form the backbone of internationalization;
- further involvement of faculty members is key and needs to be accompanied by support and reward mechanisms;
- the relationship between academic and commercial rationales and benefits needs clarification and balance;
- more recognition, support, and coordination are called for at the national level.

This is where Canadian universities appear to be as they pursue efforts to promote internationalization in the next decade. And while reports usually end with a look to the future, this report will close with questions about how the benefits and impact of internationalization will be viewed from the year 2020. What achievements and values will be attached to internationalization – development, partnership, exploitation, solidarity, quality, commercialism, prosperity, homogenization, competitiveness, pluralism, advancement – when stakeholders and researchers of the future reflect on the past 20 years? A primary reason for asking these questions is to stimulate thinking about our rationales and strategies to internationalize Canadian higher education. Are we aware and alert to what the consequences of our actions might be? There is no doubt that new and challenging opportunities will arise as we move through the era of globalization and the technology revolution. We need to be open to the changes facing us, but also be mindful of these larger and more philosophical questions about the long-term impact of our choices both at home and abroad. Looking back from the year 2020, will we have realized the promise of internationalization?

Appendices

Respondents

Acadia University
University of Alberta
Athabasca University
Augustana University College
Bishop's University
Brandon University
Brescia College
The University of British Columbia
British Columbia Open University
Brock University
The University of Calgary
University College of Cape Breton
University College of the Cariboo
Carleton University
Concordia University College of Alberta
Concordia University
Dalhousie University
Collège dominicain de philosophie et de théologie
University College of the Fraser Valley
University of Guelph
École des Hautes Études Commerciales
Huron College
King's College
The King's University College
University of King's College
Lakehead University
Laurentian University of Sudbury
Université Laval
The University of Lethbridge
Luther College
The University of Manitoba
McGill University
McMaster University
Memorial University of Newfoundland
Université de Moncton
Université de Montréal
Mount Allison University
Mount Saint Vincent University
University of New Brunswick
Nipissing University
University of Northern British Columbia
Nova Scotia Agricultural College
Nova Scotia College of Art and Design
Okanagan University College
University of Ottawa
École Polytechnique de Montréal
University of Prince Edward Island
Université du Québec
Université du Québec à Chicoutimi
Université du Québec - École nationale d'administration publique
Université du Québec - École de technologie supérieure
Université du Québec à Hull
Université du Québec - Institut national de la recherche
Université du Québec à Montréal
Université du Québec - Télé-université
Université du Québec à Trois-Rivières
Queen's University at Kingston
Redeemer College
The University of Regina
Royal Military College of Canada
Ryerson Polytechnic University
Université Sainte-Anne
Collège universitaire de Saint-Boniface
St. Francis Xavier University
St. Jerome's University
University of St. Michael's College
St. Thomas University
University of Saskatchewan
Université de Sherbrooke
Simon Fraser University
University of Toronto
Trent University
University of Trinity College
Trinity Western University
University of Victoria
Victoria University
University of Waterloo
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Wilfrid Laurier University
University of Windsor
The University of Winnipeg
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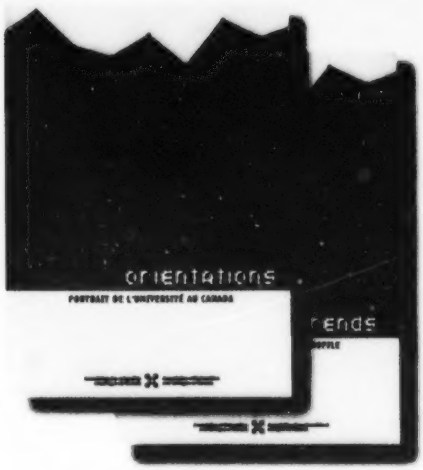

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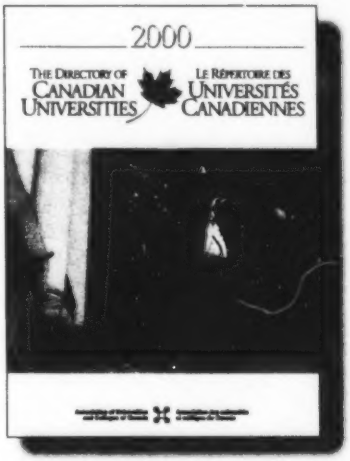

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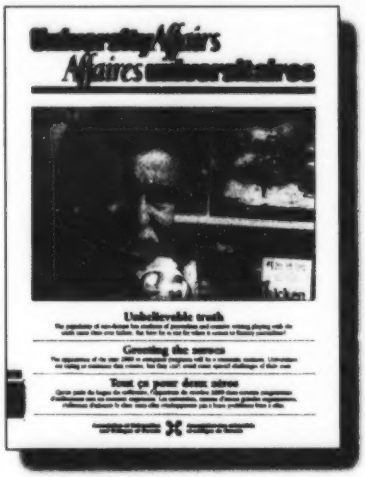

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